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ABSTRACT

Presented are a description and evaluation report of the Infant Stimulation Curriculum developed by the Developmentally Delayed Infant Education Outreach Project. The curriculum, for infants developmentally between birth and 36 months of age, is described in terms of characteristics (such as basis in the normal developmental pattern), rationale, philosophy, and format. Listed are objectives in the curriculum development process (such as a simple readability level), and provided is a flow chart of the development process. Reported are results of an evaluation of each of the seven objectives including such findings as a readability level of sixth grade, and an expert opinion that all behaviors as stated are in fact observable behaviors. Also reported are results of field testing the curriculum with 68 children at five sites for the following three goals: determine if the behaviors as expressed are observable, determine if the behaviors are sequenced approximately, and determine if the activites listed for each behavior are appropriate for the child's level of ability. Appended are the curriculum readability work sheet, a questionnaire soliciting curriculum critiquing feedback, a toys and materials list, the curriculum assessment tool instructions, results of the first field testing, the revised assessment tool, and results of followup field testing. (DB)

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# INFANT STIMULATION CURRICULUM

## Development and Evaluation Report

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Submitted by:
Pat Purdy Storm &
the staff of the Developmentally Delayed Infant
Education Outreach Project
February, 1975

EC 081213

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## APPENDIX A

Work Sheet for determining the readability level of the Infant Stimulation Curriculum
August 1974 edition.

|  |  |  |  |
|---|---|---|---|
| Section: | Introduction | Introduction | Coordination |
| Card No.: | 6-7 | 10-11 | 22-24 |
| From: | "Each area... | "It is ... | "The child ... |
| To: | stage of growth" | about himself" | other hand" |
| 1. Number of words in sample | 192 | 201 | 215 |
| 2. Number of sentences in sample | 11 | 15 | 13 |
| 3. Number of words not on Dale List | 22 | 20 | 18 |
| 4. Average sentence length | 17.5 | 13.4 | 16.5 |
| 5. Dale score (divide 3 by 1, x 100) | 11.4 | 9.9 | 8.4 |
| 6. Multiply average sentence length by .0496 | .868 | .664 | .818 |
| 7. Multiply Dale score by .1579 | 1.8 | 1.5 | 1.3 |
| 8. Constant (3.6365) | 3.6365 | 3.6365 | 3.6365 |
| 9. Formula raw score (add 6, 7 and 8) | 6.304 | 5.800 | 5.754 |

Average raw score of 10 samples was 5.589
Average corrected grade level 6th grade

Analysed by P.S.

Date 1/15/75

| Section: | Coordination | Locomotion | Cognition | Cognition | Recep. Lang. | Expre. Lang. | Social |
|---|---|---|---|---|---|---|---|
| Card No.: | 53-56 | 7-8 | 18-20 | 74-76 | 25-26 | 12-13 | 30-33 |
| From: | "The child ... | "The child ... | "The child ... | "The child ... | "The child ... | "The child ... | "The child ... |
| To: | the pictures" | left side" | for it" | the shapes" | the wall" | several times" | own hands" |
|  | 229 | 190 | 207 | 242 | 188 | 259 | 217 |
|  | 19 | 15 | 21 | 19 | 15 | 25 | 18 |
|  | 27 | 19 | 12 | 20 | 10 | 14 | 16 |
|  | 12.05 | 12.66 | 9.85 | 12.73 | 12.53 | 10.36 | 12.05 |
|  | 11.79 | 10.00 | 5.79 | 8.26 | 5.32 | 5.40 | 7.37 |
|  | .597 | .627 | .488 | .631 | .621 | .513 | .597 |
|  | 1.862 | 1.579 | .914 | 1.30 | .840 | .852 | 1.163 |
|  | 3.636 | 3.636 | 3.636 | 3.636 | 3.636 | 3.636 | 3.636 |
|  | 6.095 | 5.842 | 5.033 | 5.567 | 5.097 | 5.001 | 5.396 |

## APPENDIX B

## MEMORANDUM

TO: Persons Helping Revise Infant Curriculum
FROM: Pat Purdy
DATE: August 1, 1974
RE: Final Review of Infant Stimulation Curriculum

The Infant Stimulation Curriculum is in its final draft form. We would like you to look at it, read it over and give us any opinions or suggestions you may have.

As you critique a section of the curriculum, fill out the Feedback form that is included with the curriculum. This is included with the curriculum. This is so we can have a good idea as to the extent the curriculum was reviewed.

Please send the curriculum and Feedback sheets to me by August 9 (whether you have reviewed the curriculum or not.)

When you wish to make additions or changes in the curriculum, please keep in mind, that we want to keep this at an eighth grade reading level so use simple vocabulary. Also, when making changes on the cards, write in blue or red ink so the changes can be easily seen.

The normal age for when a child usually elicits a behavior is not given. General stages are indicated instead. To give you an idea of the age range of a stage consult the following table.

| | |
|---|---|
| Stage 1 | 0 - 1 month |
| Stage 2 | 1 - 4 months |
| Stage 3 | 4 - 8 months |
| Stage 4 | 8 - 12 months |
| Stage 5 | 12 - 18 months |
| Stage 6 | 18 - 24 months |
| Stage 7 | 24 - 30 months |
| Stage 8 | 30 - 36 months |

When reviewing the curriculum please keep these ages in mind. If you feel we have included a behavior at an inappropriate stage, please point this out. Also if you feel that the cards in an area should be in a different sequence please sequence them the way you think they should be.

Finally, if you read over a behavior or activity that is not explicit enough, please correct it. After all, we want this curriculum to be usable.

Thank you for your help, it is greatly appreciated.

P.S. I thought you might like to know that Sherri Schroeder and Linda Kowalk typed this final draft of the curriculum. It was a long and tiring process. I think they did a terrific job. If you think so too, it might be nice for you to tell them.

# Infant Stimulation Curriculum

## I. Infant Stimulation Curriculum Description

### Characteristics

Focus - The Infant Stimulation Curriculum provides a description of a child's normal development pattern. It identifies activities that parents or teachers of young children can engage the children in to stimulate their growth and development. In general, the curriculum has been designed for use with children without severe physical and mental handicaps.

Target Population - The Infant Stimulation Curriculum is useful to anyone who has worked with or currently works with children between the developmental ages of birth to thirty-six months. These include: child care center personnel, students studying child development, and mothers and fathers who want to know more about their child's development pattern.

Developers - The curriculum was developed and revised by the staff and consultants of the Developmentally Delayed Infant Education Project, Nisonger Center, The Ohio State University. The project was supported by a grant from the Bureau of Education for the Handicapped under Public Law 91-230, Title VI, Part C, Grant number OEG 51R0739.

### Rationale for the Development of the Infant Stimulation Curriculum

Long Range Goals - This curriculum was developed to help persons working with infants and toddlers become aware of children's normal development patterns in various areas. The areas identified in the curriculum are: locomotion, coordination, cognition, socialization, expressive language, and receptive language. Since a child's development in each of these areas may progress at a different rate, it is important that an individual view the child with regard to the child's many different developmental aspects.

The curriculum also identifies stimulation activities which should facilitate growth and development of particular skills in the child. In this respect, the curriculum will assist the concerned parent or professional in providing a stimulating environment for the child. This will hopefully help to prevent mentally and physically handicapping conditions.

Enabling Objectives - Listed below are three specific objectives which help the developers measure the extent to which the long range goals are accomplished:

1) After reviewing the curriculum for a thirty minute period, a person can list the various areas of child development indentified in the curriculum. These are: locomotion, coordination, cognition, socialization, receptive language, and expressive language.

2) Given an area of development in the curriculum, for example, - expressive language, a person can check all those behaviors described in the expressive language section of the curriculum which a child exhibited during a twenty minute observation period.

3) Given information about the specific behaviors identified in the curriculum that a child exhibits in an area of development, for example, coordination, a person can select three appropriate stimulation activities from the curriculum.

## Philosophy in Establishing the Infant Stimulation Curriculum

The curriculum is developed to provide people working with infants and toddlers a comprehensive child development guide. They will be able to closely follow a child's progress through his developmental stages as outlined by the curriculum. The curriculum also gives guggestions for creating a rich and stimulating evnironment for a child which may help prevent the development or continuance of mental and physical handicaps.

## Description of Materials

Organization of Materials - The curriculum is divided into several sections:

Title cards and credits
Introduction
Coordination
Locomotion
Receptive Language
Expressive Language
Socialization
Bibliography

Colored cards distinguish one section from another.

The "Introduction" describes pertinent user information: who can use the curriculum, why the curriculum was written, how to use the curriculum, and important points to remember when working with young children. Listed in the "Bibliography" section are the references to all materials used to develop the content of the curriculum. Each of the other sections identify children's behaviors indicative of the development process of the respective area.

Format of Materials - The curriculum is written on 5 by 8 inch cards. The top half of each card describes a specific behavior related to an area of development. The botton half of the card lists activities, describing how a person may foster a child's development of the behaviors stated on the top half of the card.

Example of Format:

LOCOMOTION CARD NO. ____
STAGE 3

Behavior

Activities

The cards identifying the behaviors for any specific area of development and sequenced according to children's normal development patterns.

Content of Materials - The curriculum identifies and describes behaviors indicative of the progressive stages of development in coordination, locomotion, cognition, receptive language, expressive language, and socialization. Behaviors described in these areas were selected from such standaridized tests as the Denver Developmental Screening Test, Vineland Social Maturity Scale, Receptive - Expressive Emergent Language Scale, and Bayley Scales of Infant Development. Most of the behaviors described in Cognitive area were selected from Jean Piaget's studies of infants and toddlers. For a complete listing of references used see the Bibliography section of the curriculum.

Each behavior's corresponding stimulation activities were developed by the project staff and its consultants. These people identified activities they had used in their years of experience in working with infants and toddlers.

## II. Development of the Infant Stimulation Curriculum

### Development Objectives

The developers of the Infant Stimulation Curriculum specified the following objectives:

1) The curriculum will be relatively inexpensive. The consumer will pay less than eight dollars to purchase a copy.

2) The curriculum will be readable for most people. Therefore, the curriculum will have a predicted, maximum readability level of eighth grade as tested by a standard formula for predicting readability.

3) The curriculum will identify behaviors indicative of all aspects of a child's development between birth and thirty-six months. That is, the curriculum will identify behaviors in the following, described areas:

    a) Coordination - skills needed to reach and grasp objects, and focus and fixat on objects.

    b) Locomotion - skills needed for total body movement, as well as trunk and leg control.

    c) Cognition - skills to understand and investigate the relationships of objects to one another and ones self, understand consequences of actions, and comprehend the concepts of time and space.

    d) Receptive Language - skills to comprehend what is spoken, especially instructions or directions, as well as ability to hear or be attentive.

    e) Expressive Language - skills to verbally express ones self, to make others understand needs or desires, as well as ability to vocalize.

    f) Socialization - skills to identify self, knowledge of body parts, and engage in self-help skills.

An expert in a given area of child development will judge whether the behaviors described in the curriculum are indicative of a child's development process in the given area.

4) The behaviors described in the curriculum in each area of development will be organized in order according to the normal development sequence. This sequential order will be determined by the norms stated on standardized developmental tests. The sequential order will then be judged by an expert, in a given area of child development, to be appropriate or inappropriate.

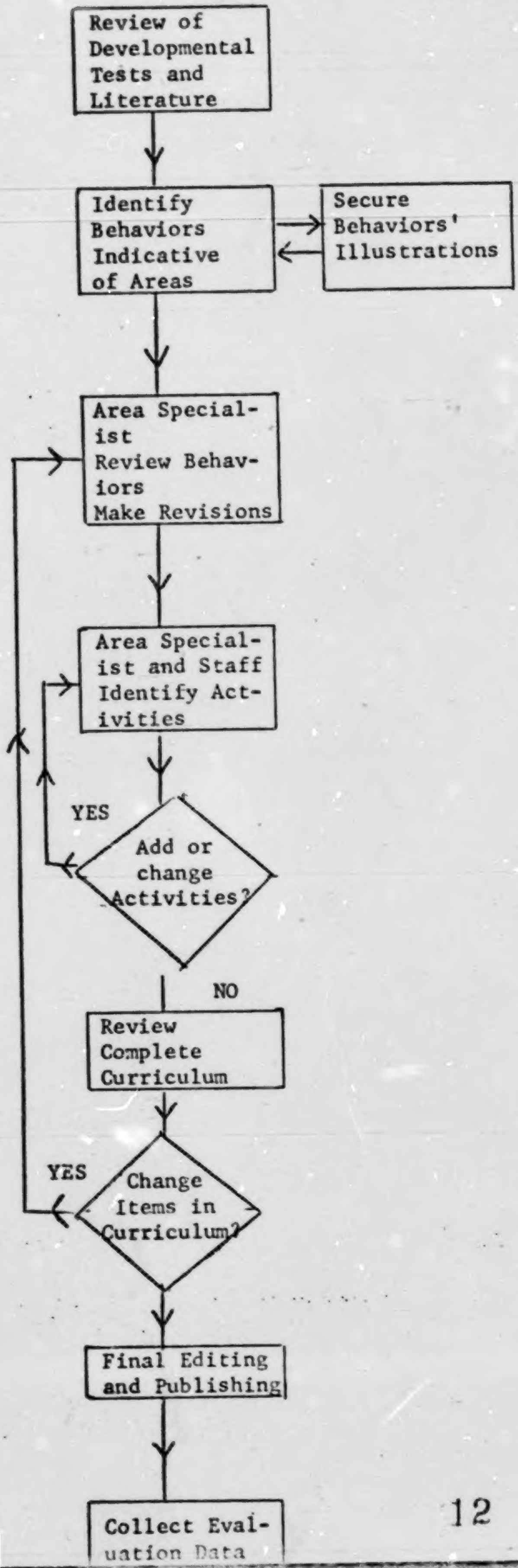
5) The behaviors described in the curriculum will be stated in behavioral terms. They will be observable and measurable as judged by an expert in behavioral writing.

6) The curriculum will identify and describe stimulation activities which will foster a child's development of a particular behavior. For each behavior, at least two activities will be identified then judged as appropriate or inappropriate by a majority of four child development experts who have worked with young children.

7) The majority of toys and other materials described in the stimulation activities will be inexpensive items. The majority of toys to be utilized will be household items which require little or no adaptation for use.

## Description of the Development Process

After a team of consultants and staff members reviewed the earlier edition of the Infant Stimulation Curriculum, called the Piaget Based Infant Stimulation Curriculum, they specified the above development objectives. A plan outlining the development process was then made. The following flow chart delineates the plan.


Review of Developmental Tests and Literature
Identify Behaviors Indicative of Areas
Secure Behaviors' Illustrations
Area Specialist Review Behaviors Make Revisions
Area Specialist and Staff Identify Activities
YES
Add or change Activities?
NO
Review Complete Curriculum
YES
Change Items in Curriculum?
Final Editing and Publishing
Collect Evaluation Data

## III. Evaluation of Curriculum Development Objectives

Evaluation of the Infant Stimulation Curriculum was undertaken to determine if the curriculum had met its development objectives as stated on pages 4, 5, and 6. The following describes how each objective was fulfilled and the evaluation procedures utilized.

NOTE: Objectives 4, 5, and 6 were also evaluated through field-testing procedures. For more information about these procedures and results, see section IV entitled Field Testing of the Infant Stimulation Curriculum.

Objective 1 - The criteria will be relatively inexpensive.

Criteria - The consumer will pay less than eight dollars to purchase a copy

Evaluation Finding - The curriculum sells for $6.50 a copy. The cost is based on a $6.00 per copy printing fee and a $ .50 postage fee.

Objective 2 - The curriculum will be readable for most people.

Criteria - The curriculum will have a predicted, maximum readibility level of eighth grade as tested by a standard formula for predicting readability

Evaluation Finding - The curriculum was found to have a readability level of sixth grade. This was tested using the Dale-Chall Readability formula and prediction tables.[1] Ten passages of approximately two hundred words were selected and used to determine the readibility score. Appendix A is the completed work sheet from which the reading level was calculated.

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[1] Edgar Dale and Jeanne S. Chall. A Formula for Predicting Readability. Columbus, Ohio: Bureau of Educational Research, The Ohio State University, 1948.

Objective 3 - The curriculum will identify behaviors indicative of all aspects of a child's development between birth and thirty-six months.

Criteria - The curriculum will identify behaviors in the areas of:

a) Coordination

b) Locomotion

c) Cognition

d) Receptive Language

e) Expressive Language

f) Socialization

An expert in each given area will judge whether the behaviors described in the curriculum are indicative of a child's development process in that area.

Evaluation Findings - A questionnaire was sent to chosen experts asking for their critical opinion of the curriculum area related to their expertise. An example statement, concerning this objective, that each expert was asked to respond was:

The behaviors specified give a comprehensive view of a child's development in fine motor and eye-hand coordination

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|

Comments:

In this example, an occupational therapist gave feedback on the Coordination section of the curriculum. For each of the other areas of the curriculum, the stem of the above statement remained the same--while the statement focused on a particular curriculum area. See Appendix B for a copy of the questionnaire.

A flaw in this methodology developed, however. Experts, who could donate their time to critique the curriculum, could not be identified in the areas of: cognition, receptive language, expressive language and in these areas were the persons who rated the degree to which the curriculum's behaviors were indicative of a child's development process in a specific area. The following table gives the ratings' results.

| Area | Rater | Rating-Agreeing/Disagreeing with a statement: Behaviors give a comprehensive view of ... |
|---|---|---|
| Coordination | Expert-Occupational Therapist | Agree |
| Locomotion | Expert-Physical Therapist | Strongly Agree |
| Cognitive | Staff member | Agree |
| Receptive Language | Staff member | Agree |
| Expressive Language | Staff member | Agree |
| Socialization | Staff member | Agree |

Objective 4 - The behaviors described in the curriculum in each area of development will be organized in order according to the normal development sequence as determined by the norms stated on standardized developmental tests.

Criteria - This sequential order will be judged by an expert, in a given area of child development, to be appropriate or inappropriate, since in many instatnces the norms of similar tests were inconvenient.

Evaluation Findings - Experts and staff members, reviewing the curriculum, were asked to check the appropriateness of the sequencing of the behaviors. And to make note of changes they would suggest. Few suggestions were made and these were incorporated into the curriculum. Therefore, it is assumed that the sequencing of the behaviors is appropriate.

NOTE: This objective was evaluated more rigorously through field-testing of the curriculum at five field sites on approximately seventy children.

Objective 5 - The behaviors described in the curriculum will be stated in behavioral terms.

Criteria - The behaviors will be observable as judged by an expert in behavioral writing

Evaluation Findings - An expert in behavioral writing judged all behaviors as stated in the curriculum to be observable behaviors.

NOTE: This objective was evaluated more rigorously through field-testing of the curriculum. Several classroom observers compare their ratings of whether a specific child performed a specific behavior at a specific time. If the observers agreed in their ratings, then the behavior was judged as observable. If the observers disagreed in their ratings, then the indication was that the behavior was not observable and revision might be necessary.

Objective 6 - The curriculum will identify and describe stimulation activities which will foster a child's development of a particular behavior.

Criteria - For each behavior, at least two activities will be identified then judged as appropriate or inappropriate by a majority of four child development experts who have worked with young children.

Evaluation Finding - Because few experts who could donate their time to critique the curriculum, could be identified, the methodology used to gather information about the appropriateness of activities had to be revised. Instead of having four child development specialists review the activities, only one specialist scrutinized the activities in each area. The specialists were asked to respond to the following statement which would determine the degree of appropriateness of an area's activities.

In general, the activities suggested are appropriate stimulation activities.

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|

The following table gives the rating results.

| | | Rating-Agreeing/Disagreeing with a statement: Behaviors give a comprehensive view of .. |
|---|---|---|
| Coordination | Occupational Therapist | Agree |
| Locomotion | Physical Therapist | Strongly Agree |
| Cognition | Child Development Trainer | Agree |
| Receptive Language | Child Development Trainer | Agree |
| Expressive Language | Child Development Trainer | Agree |
| Socialization | Classroom Manager for Infants and Toddlers | Agree |

The reviewers of the curriculum activities also made suggestions for changes in activities. These suggestions were incorporated into the curriculum. Therefore, it is assumed that the activities identified are appropriate stimulation activities.

NOTE: Through field-testing of the curriculum, more information about the appropriateness of the activities was collected. As day care center teachers used the activities in programming for children they suggested changes in any inappropriate activities.

Objective 7 - The majority of toys and other materials described in the stimulation activities will be inexpensive items.

Criteria - The majority of toys to be utilized will be household items which require little or no adaptation for use as judged by a child development specialist.

Evaluation Finding - It was judged that approximately two-thirds of the toys and other materials listed, such as baby supplies and clothes, food, furniture, odds and ends, and materials are found in most homes. This list of household items and store items can be found in Appendix C.

## IV. Field Testing of the Infant Stimulation Curriculum

Field testing procedures were designed and implemented to test the appropriateness and effectiveness of the Infant Stimulation Curriculum. The following section outlines the field testing procedures used.

### Field Test Goals

The field test goals related directly to development objects 4, 5, and 6. These goals were field tested so more rigorous evidence could be provided to evaluate the fulfillment of the curriculum developement objectives. The field test goals included:

Goal 1 - Determine if the Behaviors as expressed are observable.

Goal 2 - Determine if the Behaviors in each area of development are sequenced appropriately.

Goal 3 - Determine if the Activities listed for each Behavior are appropriate for the child's level of ability.

### Target Population

To insure that the curriculum was tested on the type of children that it was developed for, a statement was made specifying the target population. Children who comprised the target population included children from birth to three years old, developmentally, as assessed by a standardized test such as the Bayley Scales of Infant Development or the Denver Developmental Screening Test. However, children who were profoundly retarded, I.Q. of 25 or less, or were multiple physically handicapped, that is, had two or more handicaps of which at least one was a physical handicap, were excluded from the field test population.

### Field Test Sites

Five field test sites were chosen to participate in the study. The chosen sites included:

Early Training Classroom, Nisonger Center, Columbus, Ohio
(9 children)
Ohio State University Day Care, Columbus, Ohio (20 children)
Worthington Creative Play Center, Worthington, Ohio
(16 children)
Appalacian Regional Commission Child Development Center,
Portsmouth, Ohio (20 children)
Harrell Child Development Center, Waycross, Georgia
(3 children)

These sites were chosen since the children attending the programs meet the qualifications of the target population and most of the sites had had inservice training for their teachers conducted by the Infant Education Project's (DDIFOP) staff.

## Field Testing Procedures

Goal 1 - Determine if the Behaviors as expressed are observable.

The purpose of testing this goal was to determine, in essence, if each curriculum Behavior was objectively described. That is, would three persons observing the same child all agree that the child either did or did not do a specific behavior? Or would these three persons disagree because the behavior they were looking for was not clearly described? Since one of the objectives of the curriculum was to objectively describe the behaviors of children so that anyone could understand the descriptions, so each Behavior's observability was field tested. This was done by setting up a testing type situation in which a child would be prompted to perform a Behavior described in the curriculum. Two to three observers would watch the child and each would indicate whether the child did or did not do the behavior. The child was given three to five opportunities (trials) to do each behavior. Therefore, each observer would indicate whether the child did (noted as a success) or did not do (noted as a failure) the behavior for each trial. For example, when testing observability of the Behavior - The child rolls from his back to his stomach, three observers made the following observations of one child's behavior on four trials:

Locomotion
Behavior Card No. 8

| | Trials 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Observer 1 | 0 | + | + | + |
| Observer 2 | 0 | 0 | + | + |
| Observer 3 | 0 | + | + | + |

0 - notes a failure
+ - notes a success

On the first trial all observers noted that the child did not do the behavior when prompted. Two observers noted that the child did do the behavior when prompted the second time, while the other observer believed that the child did not do the behavior. For trials three and four, each observer noted that the child did do the behavior when prompted. From this data an observer reliability estimate which gives a very good indication of a Behavior's observableness, was calculated. The observer reliability estimate for a Behavior was calculated in the following manner. Observers' notations for each child's trial were compared. If all observers had the same notations for a trial a one (1) was marked which indicated observer agreement. If any observer's notation was different than the others, then a zero (0) was marked which indicated observer disagreement. This is shown in the example below.

Locomotion
Behavior Card No. 8

| | | Trials 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| | 1 | 0 | + | + | + |
| Observers | 2 | 0 | 0 | + | + |
| | 3 | 0 | + | + | + |
| Reliability Notations | | 1 | 0 | 1 | 1 |

The reliability estimate was then calculated by determining the ratio of number of observer agreements compared to the total number of possible observer agreements (total number of trials). In the example given, the reliability estimate would be .75, since there were three observer agreements out of a total number of four possible observer agreements (3/4 = .75). An observer reliability estimate was calculated for each Behavior. If the calculated estimate was less than .50 the Behavior's description was scrutinized and a revision made of the description when necessary.

The reliability estimates for all the Behaviors in each area were averaged to give an indication of an area's observability. Also, these estimates of the area's observability were averaged to give an estimate of the total curriculum's observability.

These field testing procedures were implemented only in the Early Training Classroom since relatively few children were needed to test the Behaviors' observability. An assessment tool was developed which aided the teacher in setting up the testing-type situation that would prompt a child to do a certain behavior. A copy of the teacher's instructions for using the assessment tool and a copy of each curriculum area's assesement tool are included in Appendix D. Observers used these assessment tools to record their observations after they were given a briefing about the testing situation and how to record observations. These observations were then collected and compared as outlined previously to obtain observer reliability estimates, which indicate a Behavior's observableness. This data is reported in the field testing results as the end of this section.

Goal 2 - Determine if the Behaviors in each area of development are sequenced appropriately.

The purpose of testing this goal was to determine if the Behaviors were sequenced properly, since some discrepancies between age norms for performing a certain behavior existed among different developmental tests. Therefore, it was deemed necessary to test the appropriateness of the Behaviors sequence. This was accomplished by setting up a test-type situation in which a child would be prompted to perform Behaviors as described in the curriculum. A teacher would begin testing a child's ability to perform an area's Behaviors at a level lower than the level the child was presently functioning at. Then continue testing more difficult Behaviors, until the child was tested well above his functioning performance level. For example, if a teacher was testing a child in the curriculum area of locomotion, she would begin the testing with Behavior 36 if she had observed the child doing Behavior 39 or 40. She would continue testing the child's ability to perform the Behaviors until the child failed to perform five successive Behaviors as sequenced in the curriculum. Therefore, a profile of a child's development pattern was produced. This profile of a child might look like this:

| Curriculum Area | | | | | | | | | Locomotion | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Behavior Card No. | 1 | 2 | ... | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | ... | 52 |
| Child - Ann | | | | + | + | + | + | + | 0 | + | 0 | 0 | 0 | 0 | 0 | | |

+ - notes a success
0 - notes a failure

From looking at Ann's profile chart one can see that she is able to perform Behaviors 36-40 and 42. However, she did not perform Behavior 41. This could have happened either because she did not want to respond to the testing situation or because she did not have the ability to do the Behavior. To determine the probable cause of a child's failure to do a Behavior, many children's developmental profiles were compared. The procedure used for comparing these profiles is known as a scaleogram analysis.[2] This procedure aided developers in spotting Behaviors which were out of sequence. In sequencing the data, age variations were used to determine which failures were to be examined. The stages of each area were broken down by months. Therefore, the behaviors were sequenced by months. By looking at the scaleogram data, the last behavior which the child successfully passed was pinpointed and according to an arbitrary scale (shown below) a time bracket was marked and the child's test results were studied during that period of time.

Scale

| Ages (months) | Go Back |
|---|---|
| 1 - 2 | 1 month |
| 3 - 6 | 2 month |
| 7 - 10 | 3 month |
| 11 - 18 | 4 month |
| 19 - 28 | 5 month |
| 29 - 36 | 6 month |

One has to look at the data chart for re-sequencing, find the child's last success (X), then count back a number of months. For example, suppose Billy's last success in locomotion was behavior 66 - according to the stages this behavior occurred at the 36 month old level and according to the scale above, we would go back 6 months to look at his test results. This time bracket was determined for all children in the testing population. When the composite charts were looked at for re-sequencing only the failures within the time brackets were considered relevant data. If more than 50 percent of the total number of children given this item (e.g. locomotion #54) failed, it was re-sequenced.

The decision where to place the out-of-order behavior was made based on the chart data especially where successes stopped and the failures began.

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[2] Allen Edwards. Techniques of Attitude Scale Construction. New York Appleton-Century-Crofts, Inc. 1957.

Given several children's profiles, as shown below, the following scaleogram analysis would determine that Behavior 41 was out of sequence.

Curriculum Area Locomotion

| Behavior Card No. | | 1 | 2 | ... | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | ... | 52 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Ann | | | | | + | + | + | + | + | 0 | + | 0 | 0 | 0 | 0 | 0 | | |
| Child | Bill | | | | + | + | + | + | 0 | + | 0 | + | + | 0 | 0 | 0 | 0 | | |
| | Bob | | | | | + | + | + | + | + | 0 | + | 0 | 0 | 0 | 0 | 0 | | |

To sequence Behavior 41 properly, it should probably come after Behavior 42 or 43 depending upon the addition of other children's profiles to this matrix. One might note that Bill failed to perform Behavior 39. Since the other two children succeeded in doing this behavior, the behavior is probably not out of sequence. The child, more likely, just did not want to respond to the testing situation.

The field testing procedures for testing the sequencing of each curriculum area's Behaviors were implemented at all five field test sites. Profiles of children's development patterns were collected on approximately seventy children at these sites. An assessment tool was developed which aided the teacher in setting up the testing-type situation that would prompt a child to do a certain behavior. A copy of the teacher's instructions for using the assessment tool and a copy of each curriculum area's assessment tool are included in Appendix D (these are the same assessment tools as those used in field testing goal 1). Teachers used the assessment tool to elicit and record each child's behaviors. Each child's profile was then collected and compared to all the other children's profiles using the scaleogram analysis technique. When the analysis indicated that the Behaviors sequencing was incorrect, the sequence was scrutinized and revisions made when necessary. The results of this analysis are reported in the field testing results at the end of this section.

Goal 3 - Determine if the Activities listed for each Behavior are appropriate for the child's level of ability.

The purpose of field testing this goal was to determine if children had the ability to perform the appropriate suggested curriculum Activities. That is, if a child is developmentally ready to perform a specific curriculum Behavior, would the child have the ability to perform the suggested Activities, which may stimulate the child's performance of the Behavior?

At each site teachers and other persons working to develop each child's individual program plan assisted in the testing of this goal. When these persons implemented the curriculum's suggested Activities, they wrote down comments about activities they believed to be inappropriate. These comments were then collected, reviewed and compared with one another. Inappropriate activities were revised.

## Field Testing Results

The first collection of data from the field testing was analysed carefully and changes were made where indicated (See Appendix E). The additions, revisions and omissions were then transferred into a revised assessment tool (see appendix F) which was again implemented by the child care centers (unfortunately, there were fewer children in this testing sample as one center had difficulties meeting the time requirements). The data was once more analysed for sequence (See appendix G). Further changes were made as seemed necessary according to the data and the final curriculum was typed.

## Curriculum Critiquer's Feedback

The curriculum is divided into seven areas: Introduction, Coordination, Locomotion, Cognition, Receptive Language, Expressive Language, and Socialization. For each section of the curriculum you review please fill out the corresponding Feedback form.

### Introduction Feedback

When the Introduction is typed for publication it will be double spaced.

1. To what extent did you review this section?

   a. Did not look at it.
   b. Glanced at it.
   c. Read it.
   d. Scrutinized it.

2. After reading the description of the curriculum, people will understand what it is.

| | | | | |
|---|---|---|---|---|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |

   Comments:

3. After reading the directions on how to use the curriculum, people will be able to follow them and successfully use the curriculum.

| | | | | |
|---|---|---|---|---|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |

   Comments:

4. What should be included in the Introduction, that isn't? What should be deleted from the Introduction?

## Coordination Feedback

1. To what extent did you review this section?

   a. Did not look at it.
   b. Glanced at it.
   c. Read it.
   d. Scrutinized it.

2. The behaviors specified give a comprehensive view of a child's development in fine motor and eye-hand coordination.

| | | | | |
|---|---|---|---|---|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |

Comments:

3. In general, the activities suggested are appropriate stimulation activities.

| | | | | |
|---|---|---|---|---|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |

Comments:

4. What should be included in Coordination, that isn't? What should be deleted?

## Locomotion

1. To what extent did you review this section?

   a. Did not look at it.
   b. Glanced at it.
   c. Read it.
   d. Scrutinized it.

2. The behaviors specified give a comprehensive view of child's gross motor development.

   Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

   Comments:

3. In general, the activities suggested are appropriate stimulation activities.

   Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

   Comments:

4. The curriculum is weak in citing behaviors for stages 6 - 8 (that is, for 18 months - 36 months old.) Can you suggest two or three additional behaviors and corresponding activities to cover this age range?

Cognition

1. To what extent did you review this section?

   a. Did not look at it.
   b. Glanced at it.
   c. Read it.
   d. Scrutinized it.

2. The behaviors specified give a comprehensive view of a child's intellectual development.

   Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

3. In general, the activities suggested are appropriate stimulation activities.

   Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

   Comments:

4. The curriculum is weak in citing behaviors for Stages 7 - 8 (24 months - 36 months.) Can you suggest three additional behaviors and corresponding activities?

Receptive Language

1. To what extent did you review this section?

   a. Did not look at it.
   b. Glanced at it.
   c. Read it.
   d. Scrutinized it.

2. The behaviors specified give a comprehensive view of a child's development in ability to understand what is said to him.

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|

   Comments:

3. In general, the activities suggested are appropriate stimulation activities.

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|

   Comments:

4. The curriculum is weak in citing behaviors for Stages 6 - 8 (18 - 36 months.) Can you suggest two or three additional behaviors and corresponding activities?

## Expressive Language

1. To what extent did you review this section?

   a. Did not look at it.
   b. Glanced at it.
   c. Read it.
   d. Scrutinized it.

2. The behaviors specified give a comprehensive view of a child's development in expressing himself.

   Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree

   Comments:

3. In general, the activities suggested are appropriate stimulation activities.

   Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree

   Comments;

4. Do you have any comments about this section?

## Socialization

1. To what extent did you review this section?

   a. Did not look at it.
   b. Glanced at it.
   c. Read it.
   d. Scrutinized it.

2. The behaviors specified give a comprehensive view of a child's development in identifying himself and engaging in self-help skills.

   Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree

   Comments:

3. In general, the activities suggested are appropriate stimulation activities.

Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree

Comments:

4. The curriculum is weak in citing behaviors for Stages 7 - 8 (24 - 36 months.) Can you suggest three additional behaviors and corresponding activities?

Thank you for your feedback. Please remember to return this and the curriculum by August 9th to Pat Purdy in Room 439 McCampbell Hall.

PP/lw
7/31/74

## APPENDIX C

## Toys and Materials List for Curriculum

### A. Household Items

#### Cloth and Materials

blanket
sheet
kleenex
washcloth
colored fabric
year (string, ball)

napkins
paper towel roll
rag
pillows
carpet samples
towel (rolled)

#### Food

cereal
peach
crackers
green beans
macaroni noodles
cookies

raisins
plum
carrot strips
marshmallows
milk
piece of gum
wrapped candy

#### Baby Supplies and Clothes

Bottle
fork
glass (unbreakable)
child's clothing -- coat, shoes, socks, mittens
soap bar

cup
spoon
plate

#### Odds and Ends

sheets of paper
pencil
newspaper
deck of playing cards
magazine
scissors
book (thin pages)

paper bag
clothespin
large box 2' - 3'
box 4" (small jewelry box)
shoe string (heavy string)
shoe box

### Furniture and Fixtures

couch
small stool
bed
stairway steps
lamp hanging from ceiling
water faucet

coffee table
chair
mirror
cement block
doorknob
coat hook

### Small Odds and Ends

popsickle sticks
sponges 4"
buttons
paper clips
rubber bands
screw type jar
pennies
stones
eye dropper

½" round stick
shampoo bottles
scotch tape
screws
pie tin
cans with plastic lids
juice cans
plastic bowls

### Other

old clothes - adult
watch on a chain
shaving cream
car
pictures of family

jewelry (bracelet)
flowers, leaves, dirt, sand
bucket (container to hold water)

B. Things made from Household Items

bean bag
felt board
foam board
board ramp 3'
picture book (family, animals, familiar objects)
drum

C. Store Items

### Toys

rattle
1" blocks - 3" blocks
tennis ball
4" ball
10-12" ball
stuffed animal

4" ring
chain of toy keys
pop beads (large)
½" beads
pull toy
push with stick toy

C. Store Items (cont.)

## Toys

- doll
- 2" - 3" car
- 5" car
- 12" truck
- play telephone
- red toy (small)
- play kitchen sink
- child's broom
- rings for stick, stacking
- 3/8" x 3" peg board
- wind up toy
- clay
- flag on a stick
- wagon
- doll carriage
- tricycle
- busy box
- baby swing
- xylophone
- marbles
- puppets
- ballons
- finger paints
- water paints
- paint brush
- crayons

## Other Items

- Small pen light
- child's bowl and plate with suction
- child's storybooks
- recording of child's voice
- jingle bells
- infant seat, chair
- records (children's music)
- Mother Goose rhymes
- bell

# APPENDIX D

## Instructions for Using Assessment Tool

This assessment tool was devised to determine each child's stage of development in all areas of the curriculum and will be beneficial in curriculum planning.

The following is an outline of procedures which should be adhered to in assessing each child.

I. Assessment Preparation

   A. Collect all toys and materials that you will be using - there is a list at the bottom of each page of the assessment tool. Put these toys and materials in a box and put it near where you will be doing the testing so that you can easily pick the materials you need from the box.

   B. Determine which area of the room has the least distrubance to use as the assessment area. Be sure a low table and chair are available. Remove toys or other items which may distract the child.

   C. Based on classroom observations, begin assessing a child three to four behaviors below the behaviors you have seen the child perform: e.g., you estimate the child to be up to card 40 in locomotion, start testing at 36 or 37.

II. Assessment Procedure

   A. Record the date of assessment where specified on the assessment sheet.

   B. Follow precisely the teacher instructions stated in the assessment tool including time limits for each trial.

   C. After a trial, score the child's performance - "+" for a success or "0" for a failure.

   D. There is space for recording a child's success or failure up to five trials. To be certain that the child can perform a behavior well, the child should be given the opportunity to perform a behavior at least three times.

Three pluses, or three zeros out of five, indicate success or failure, respectively. As soon as three pluses or three zeros are obtained for any behavior, stop testing that behavior and go on to the next.

E. For the areas of locomotion and coordination: if the child does not seem to understand what you want him to do, then demonstrate the behavior to the child. Also, demonstrate behaviors in other areas where specified. Do not demonstrate language area behaviors to the child unless it is stated to do so in the teacher instructions.

F. Be sure to separate trials by a variation in your position or the child's or a short pause, or you can switch between tasks: e.g. first do trial in locomotion 20, then loc. 21, then 22, then back to loc. 20 for a second trial, to loc. 21, etc. Return the child to original position before beginning next trial.

G. Assessing should stop when the child demonstrates fatigue, irritability or lack of attention. If the child demonstrates lack of attention at the beginning of the assessment, postpone assessing until the following day, or go on to the next behavior and later on return to the previous behavior. Trials for each behavior do not have to be successive.

H. If you do not have the toy or materials that is called for in the teacher instructions, then substitute a similar toy or materials. But note what items you substituted or what differences you made in the way the instructions were carried out on the back of the assessment sheet.

I. Once the child has had five successive failures, stop testing. Record all results on the child's Progress Chart.

# APPENDIX E

# RESULTS OF FIRST FIELD TESTING

# FIELD TESTING DATA

**Area:** Coordination

| Behavior NO. | Reliability | | Sequence | | Critique R-Revised O-Omitted | Ne Seq. |
|---|---|---|---|---|---|---|
| | % of X | Freq. | % of X | Freq. | | |
| 1. | | | | | O | |
| 2. | | | | | R | 1 |
| 3. | | | | | | 2 |
| 4. | | | | | R | 3 |
| 5. | | | | | | 4 |
| 6. | | | | | | 5 |
| 7. | | | | | | 6 |
| 8. | | | | | | 7 |
| 9. | | | | | R | 8 |
| 10. | | | | | R | 9 |
| 11. | | | | | | 10 |
| 12. | | | | | R | 11 |
| 13. | | | 100% | 1 | | 12 |
| 14. | | | 100 | 1 | R | 13 |
| 15. | | | 100 | 2 | R | 14 |
| 16. | | | 100 | 2 | R | 15 |
| 17. | | | 50 | 2 | R | 19 |
| 18. | | | 100 | 2 | R | 16 |
| 19. | | | 50 | 2 | R | 17 |
| 20. | | | 0 | 2 | O | |
| 21. | 100% | 1 | 100 | 2 | R | 18 |
| 22. | 100 | 1 | 100 | 2 | R | 20 |
| 23. | 100 | 1 | 100 | 1 | | 21 |
| 24. | 66 | 1 | 0 | 1 | | 26 |
| 25. | 100 | 1 | 75 | 4 | | 22 |
| 26. | 100 | 2 | 80 | 5 | | 23 |
| 27. | 100 | 3 | 80 | 5 | R | 24 |
| 28. | 93.7 | 4 | 83 | 6 | R | 25 |
| 29. | 87.5 | 4 | 50 | 6 | R | 30 |
| 30. | 87.5 | 4 | 100 | 6 | R | 27 |
| 31. | 88.6 | 3 | 80 | 5 | R | 28 |
| 32. | 88.6 | 3 | 40 | 5 | O | |
| 33. | 88.6 | 3 | 80 | 5 | R | 29 |
| 34. | 83.3 | 3 | 75 | 4 | R | 36 |
| 35. | 100 | 2 | 83 | 6 | R | 31 |
| 36. | 100 | 2 | 100 | 6 | R | 32 |
| 37. | 83 | 2 | 60 | 5 | R | 33 |
| 38. | 83 | 2 | 100 | 5 | R | 34 |
| 39. | 88.6 | 3 | 60 | 5 | R | 35 |
| 40. | 100 | 2 | 80 | 4 | | 40 |
| 41. | 79 | 4 | 75 | 8 | | 37 |
| 42. | 70.6 | 5 | 77 | 9 | | 38 |
| 43. | 100 | 5 | 75 | 8 | R | 39 |
| 44. | 69.8 | 5 | 100 | 8 | R | 41 |
| 45. | 100 | 4 | 71 | 7 | R | 43 |
| 46. | 63.2 | 4 | 75 | 8 | R | 46 |
| 47. | 75 | 4 | 66 | 9 | R | 47 |
| 48. | 66 | 3 | 77 | 9 | R | 44 |
| 49. | 88.6 | 3 | 85 | 7 | R | 45 |
| 50. | 100 | 1 | 85 | 7 | R | 48 |

# FIELD TESTING DATA

**Area:** Coordination

| Behavior NO. | Reliability |  | Sequence |  | Critique R-Revised O-Omitted | New Seq. |
|---|---|---|---|---|---|---|
|  | % of X | Freq. | % of X | Freq. |  |  |
| 51. | 100 | 3 | 66 | 6 |  | 50 |
| 52. | 87.5 | 4 | 57 | 7 | R | 53 |
| 53. |  |  | 87.5 | 8 | 4 | 51 |
| 54. | 75 | 2 | 85 | 7 |  | 52 |
| 55. | 100 | 2 | 42 | 7 | R | 58 |
| 56. | 50 | 2 | 87.5 | 8 |  | 54 |
| 57. | 0 | 1 | 66 | 15 | R | 57 |
| 58. | 16.5 | 2 | 55 | 18 | R | 59 |
| 59. | 100 | 2 | 75 | 20 | R | 56 |
| 60. |  |  | 83 | 17 |  | 55 |
| 61. |  |  | 80 | 21 | R | 62 |
| 62. |  |  | 60 | 20 | R | 63 |
| 63. |  |  | 83 | 17 |  | 64 |
| 64. |  |  | 75 | 12 |  | 60 |
| 65. |  |  | 50 | 12 | R | 66 |
| 66. |  |  | 50 | 16 | R | 65 |
| 67. |  |  | 18 | 16 | R | 69 |
| 68. |  |  | 7 | 14 | O |  |
| 69. |  |  | 95 | 23 |  | 61 |
| 70. |  |  | 50 | 20 |  | 72 |
| 71. |  |  | 47 | 21 | R | 71 |
| 72. |  |  | 90 | 20 | R | 67 |
| 73. |  |  | 94 | 18 | R | 70 |
| 74. |  |  | 100 | 1 | R | 73 |

## FIELD TESTING DATA

Area: Locomotion

| Behavior NO. | Reliability | | Sequence | | Critique R-Revised O-Omitted | Ne Seq. |
|---|---|---|---|---|---|---|
| | % of X | Freq. | % of X | Freq. | | |
| 1. | 33% | 1 | | | | 1 |
| 2. | 66 | 1 | | | | 2 |
| 3. | 60 | 1 | | | | 3 |
| 4. | 50 | 1 | | | O | |
| 5. | 50 | 1 | | | | 4 |
| 6. | 60 | 1 | | | | 5 |
| 7. | 40 | 1 | | | R | 6 |
| 8. | 33 | 1 | | | | 7 |
| 9. | 33 | 1 | | | | 8 |
| 10. | 50 | 1 | | | | |
| 11. | 100 | 1 | | | | 10 |
| 12. | | | | | | 13 |
| 13. | | | 100% | 1 | | 14 |
| 14. | | | 100 | 1 | | 15 |
| 15. | | | 100 | 1 | | 16 |
| 16. | | | 100 | 2 | R | 17 |
| 17. | | | 50 | 2 | | 18 |
| 18. | | | 100 | 2 | R | 19 |
| 19. | | | 50 | 2 | R | 20 |
| 20. | 100 | 1 | 33 | 3 | | 21 |
| 21. | 100 | 1 | 66 | 3 | R | 22 |
| 22. | 100 | 1 | 66 | 3 | R | 23 |
| 23. | 66 | 1 | 66 | 3 | | 24 |
| 24. | 100 | 1 | 66 | 3 | | |
| 25. | 100 | 1 | 66 | 3 | | 26 |
| 26. | 100 | 1 | 100 | 3 | | 29 |
| 27. | 100 | 2 | 100 | 4 | R | 30 |
| 28. | 100 | 2 | 100 | 5 | | 31 |
| 29. | 95 | 4 | 100 | 7 | | 32 |
| 30. | 77.6 | 3 | 57 | 7 | O | |
| 31. | 100 | 4 | 100 | 8 | | 28 |
| 32. | 85 | 4 | 100 | 4 | R | 33 |
| 33. | 73.3 | 3 | 100 | 3 | R | 35 |
| 34. | 100 | 2 | 75 | 4 | R | 36 |
| 35. | 100 | 1 | 100 | 4 | R | 37 |
| 36. | 100 | 1 | 33 | 3 | R | 39 |
| 37. | 83 | 2 | 83 | 6 | R | 42 |
| 38. | 20 | 1 | 85 | 7 | R | 40 |
| 39. | | | 85 | 7 | | 41 |
| 40. | 100 | 1 | 100 | 6 | R | 44 |
| 41. | 83.3 | 3 | 83 | 6 | | 46 |
| 42. | 100 | 2 | 100 | 9 | R | 45 |
| 43. | 66 | 1 | 57 | 14 | O | |
| 44. | 75.3 | 3 | 94 | 18 | R | 49 |
| 45. | 100 | 3 | 47 | 17 | | 56 |
| 46. | 55.3 | 3 | 67 | 31 | R | 53 |
| 47. | 83 | 2 | 63 | 33 | | 66 |
| 48. | | | 91 | 34 | R | 52 |
| 49. | 100 | 1 | 85 | 27 | R | 55 |
| 50. | 73 | 2 | 61 | 13 | R | 61 |
| 51. | 100 | 2 | 55 | 9 | | 65 |
| 52. | 49.2 | 2 | 100 | 6 | O | |

## FIELD TESTING DATA

**Area:** Cognition

| Behavior NO. | Reliability % of X | Reliability Freq. | Sequence % of X | Sequence Freq. | Critique R-Revised O-Omitted | Ne Seq. |
|---|---|---|---|---|---|---|
| 1. | | | | | R | 1 |
| 2. | | | | | O | |
| 3. | | | | | | 2 |
| 4. | | | | | R | 4 |
| 5. | | | | | | 3 |
| 6. | | | | | | 5 |
| 7. | | | | | O | |
| 8. | | | | | O | |
| 9. | | | | | R | 6 |
| 10. | 66% | 1 | | | R | 7 |
| 11. | 80 | 1 | 100% | 1 | R | 8 |
| 12. | 100 | 1 | 100 | 1 | | 9 |
| 13. | 100 | 5 | 100 | 4 | | 10 |
| 14. | 74.8 | 5 | 100 | 5 | R | 11 |
| 15. | 72.8 | 5 | 80 | 5 | | 12 |
| 16. | 75 | 5 | 57 | 7 | O | |
| 17. | 83 | 5 | 42 | 7 | | 19 |
| 18. | 60.8 | 6 | 66 | 9 | R | 15 |
| 19. | 72.4 | 5 | 66 | 9 | R | 16 |
| 20. | 100 | 6 | 88 | 9 | | 14 |
| 21. | 100 | 6 | 70 | 10 | R | 17 |
| 22. | 92 | 5 | 66 | 9 | R | 18 |
| 23. | 100 | 2 | 37.5 | 8 | | 13 |
| 24. | 88.6 | 6 | 33 | 9 | | 23 |
| 25. | 70.6 | 5 | 91.6 | 12 | | 20 |
| 26. | 83 | 2 | 87.5 | 8 | | 21 |
| 27. | 75.2 | 4 | 42 | 7 | O | |
| 28. | 90 | 5 | 37.5 | 8 | | 25 |
| 29. | 80 | 3 | 44 | 9 | | 22 |
| 30. | 81.3 | 6 | 33 | 12 | | 24 |
| 31. | 88.6 | 6 | 91.6 | 12 | | 26 |
| 32. | 71 | 6 | 41.6 | 12 | R | 27 |
| 33. | 70.8 | 6 | 83 | 12 | R | 28 |
| 34. | 83 | 6 | 91.6 | 12 | | 29 |
| 35. | 831. | 6 | 44 | 9 | R | 30 |
| 36. | 83.3 | 3 | 0 | 8 | R | 49 |
| 37. | 70.6 | 5 | 25 | 8 | R | 33 |
| 38. | 70.4 | 5 | 100 | 9 | R | 31 |
| 39. | 63.2 | 4 | 100 | 8 | R | 32 |
| 40. | 55.3 | 3 | 16 | 6 | R | 34 |
| 41. | 83 | 4 | 33 | 6 | | 36 |
| 42. | 91.6 | 3 | 83 | 6 | R | 35 |
| 43. | 77.2 | 5 | 66 | 6 | R | 37 |
| 44. | 68.5 | 4 | 80 | 5 | R | 38 |
| 45. | 100 | 4 | 25 | 4 | | 42 |
| 46. | 93.75 | 4 | 100 | 4 | | 39 |
| 47. | 100 | 4 | 33 | 3 | O | |
| 48. | 100 | 4 | 0 | 3 | | 47 |
| 49. | 91.5 | 4 | 33 | 3 | R | 41 |
| 50. | 83 | 4 | 66 | 3 | | 43 |

# FIELD TESTING DATA

Area: Cognition

| Behavior NO. | Reliability | | Sequence | | Critique R-Revised O-Omitted | Ne Seq. |
|---|---|---|---|---|---|---|
| | % of X | Freq. | % of X | Freq. | | |
| 51. | 75 | 4 | 100 | 2 | R | 40 |
| 52. | 100 | 1 | 0 | 1 | 0 | |
| 53. | | | 50 | 2 | | 55 |
| 54. | 75 | 2 | 50 | 2 | R | 44 |
| 55. | 100 | 2 | 100 | 3 | R | 45 |
| 56. | 50 | 2 | 60 | 5 | R | 59 |
| 57. | 100 | 3 | 66 | 6 | | 46 |
| 58. | 77.6 | 3 | 71 | 7 | R | 48 |
| 59. | 100 | 3 | 55 | 9 | R | 50 |
| 60. | 83 | 2 | 37.5 | 8 | R | 51 |
| 61. | 44.3 | 3 | 71 | 7 | R | 52 |
| 62. | 66.6 | 3 | 55 | 9 | R | 53 |
| 63. | 47.3 | 3 | 25 | 8 | R | 60 |
| 64. | 88.6 | 3 | 33 | 9 | 0 | |
| 65. | | | 58.3 | 12 | | 56 |
| 66. | 55.3 | 3 | 46 | 13 | R | 57 |
| 67. | 100 | 1 | 75 | 12 | | 58 |
| 68. | 69.3 | 3 | 80 | 15 | R | 54 |
| 69. | 70 | 3 | 55 | 9 | 0 | |
| 70. | 57.6 | 3 | 76 | 13 | R | 61 |
| 71. | 100 | 2 | 56 | 25 | 0 | |
| 72. | 75 | 2 | 86 | 30 | 0 | |
| 73. | | | 96 | 25 | R | 62 |
| 74. | 40 | 1 | 59 | 22 | | 66 |
| 75. | | | 89 | 19 | | 64 |
| 76. | | | 100 | 15 | | 63 |

## FIELD TESTING DATA

Area: Receptive Language

| Behavior NO. | Reliability % of X | Reliability Freq. | Sequence % of X | Sequence Freq. | Critique R-Revised O-Omitted | Ne Seq. |
|---|---|---|---|---|---|---|
| 1. | 100% | 1 | | | | |
| 2. | 100 | 4 | | | | |
| 3. | 100 | 4 | 100% | 1 | O | |
| 4. | 100 | 5 | 100 | 2 | | |
| 5. | 93.2 | 5 | 100 | 3 | R | |
| 6. | 89.2 | 5 | 100 | 5 | R | |
| 7. | 100 | 5 | 33 | 6 | R | 1 |
| 8. | 93.2 | 5 | 33 | 6 | | |
| 9. | 89.2 | 5 | 40 | 6 | R | 1 |
| 10. | 100 | 5 | 60 | 5 | | |
| 11. | 100 | 5 | 66 | 6 | R | 1 |
| 12. | 100 | 4 | 83 | 6 | O | |
| 13. | 86.6 | 5 | 50 | 8 | O | |
| 14. | 80 | 5 | 100 | 10 | R | 1 |
| 15. | 88.2 | 5 | 44 | 9 | | 1 |
| 16. | 100 | 5 | 70 | 10 | O | |
| 17. | 100 | 5 | 62.5 | 8 | | 1 |
| 18. | 86.6 | 5 | 90 | 11 | | 2 |
| 19. | 93.7 | 4 | 90 | 11 | O | |
| 20. | 100 | 4 | 60 | 10 | R | 1 |
| 21. | 88.6 | 3 | 88 | 9 | R | 1 |
| 22. | 100 | 2 | 66 | 7 | O | |
| 23. | 100 | 3 | 100 | 5 | R | 2 |
| 24. | 83.3 | 3 | 100 | 3 | R | 2 |
| 25. | 100 | 4 | 100 | 3 | R | 2 |
| 26. | 100 | 4 | 100 | 1 | R | 2 |
| 27. | 91.5 | 4 | 100 | 5 | R | 2 |
| 28. | 100 | 3 | 85 | 7 | R | 3 |
| 29. | 100 | 3 | 100 | 7 | | 2 |
| 30. | 88.6 | 3 | 100 | 6 | | 3 |
| 31. | 100 | 3 | 36 | 30 | O | |
| 32. | 88.6 | 3 | 93 | 30 | | 3 |
| 33. | 100 | 3 | 75 | 29 | R | 3 |
| 34. | 100 | 3 | 93.7 | 32 | R | 3 |
| 35. | 83 | 2 | 100 | 11 | O | |
| 36. | 83.5 | 2 | 100 | 6 | R | 4 |
| 37. | 87.5 | 2 | | | O | |

# FIELD TESTING DATA

Area: Expressive Language

| Behavior NO. | Reliability % of X | Reliability Freq. | Sequence % of X | Sequence Freq. | Critique R-Revised O-Omitted | Ne Seq. |
|---|---|---|---|---|---|---|
| 1. | | | 100 | 1 | | 1 |
| 2. | | | 100 | 1 | | 2 |
| 3. | | | 100 | 1 | | 4 |
| 4. | 90.4 | 7 | 83 | 6 | R | 3 |
| 5. | 100 | 7 | 85 | 7 | R | 5 |
| 6. | 90.4 | 7 | 81 | 11 | O | |
| 7. | 82.1 | 6 | 90 | 10 | R | 9 |
| 8. | 66.4 | 7 | 12.5 | 8 | O | |
| 9. | 75.8 | 7 | 62.5 | 8 | R | 11 |
| 10. | 90.2 | 7 | 60 | 10 | O | |
| 11. | 92.8 | 7 | 11 | 9 | O | |
| 12. | 77.5 | 6 | 71 | 7 | O | |
| 13. | 86 | 6 | 60 | 5 | O | |
| 14. | 93.2 | 5 | 0 | 3 | O | |
| 15. | 100 | 1 | 0 | 3 | R | 15 |
| 16. | 100 | 2 | 0 | 3 | O | |
| 17. | 83 | 2 | 100 | 6 | R | 17 |
| 18. | 88.6 | 3 | 55 | 9 | R | 20 |
| 19. | 88.6 | 3 | 33 | 6 | R | 19 |
| 20. | 100 | 3 | 75 | 8 | R | 22 |
| 21. | 88.6 | 3 | 55 | 9 | O | |
| 22. | 100 | 3 | 91 | 12 | O | |
| 23. | 100 | 3 | 33 | 9 | O | |
| 24. | 44 | 3 | 60 | 10 | R | 26 |
| 25. | 77.3 | 3 | 77 | 9 | R | 23 |
| 26. | 88.6 | 3 | 66 | 9 | R | 25 |
| 27. | 83 | 2 | 100 | 9 | O | |
| 28. | 83 | 2 | 90 | 11 | O | |
| 29. | 100 | 1 | 50 | 10 | R | 28 |
| 30. | 100 | 2 | 63 | 11 | | 31 |
| 31. | 83 | 2 | 63 | 11 | R | 27 |
| 32. | 70.5 | 2 | 54 | 11 | R | 34 |
| 33. | 100 | 2 | 90 | 10 | O | |
| 34. | 87.5 | 2 | 14 | 7 | R | 49 |
| 35. | 66 | 2 | 71 | 7 | R | 42 |
| 36. | 100 | 2 | 85 | 7 | R | 30 |
| 37. | 100 | 2 | 70 | 10 | | 29 |
| 38. | 70.5 | 2 | 75 | 12 | R | 35 |
| 39. | 100 | 2 | 96 | 26 | | 33 |
| 40. | 83 | 2 | 66 | 21 | R | 50 |
| 41. | 83 | 2 | 73 | 19 | O | |
| 42. | 83 | 2 | 77 | 18 | R | 41 |
| 43. | 100 | 2 | 81 | 22 | R | 36 |
| 44. | 62.5 | 2 | 96 | 26 | R | 37 |
| 45. | 100 | 1 | 96 | 26 | R | 39 |
| 46. | 100 | 1 | 91.6 | 24 | | 45 |
| 47. | | | 87.5 | 24 | O | |
| 48. | | | 80 | 20 | R | 47 |
| 49. | | | 89 | 19 | | 48 |
| 50. | | | 100 | 17 | | 46 |

# FIELD TESTING DATA

**Area:** Socialization

| Behavior NO. | Reliability |  | Sequence |  | Critique R-Revised O-Omitted | Ne Seq. |
|---|---|---|---|---|---|---|
|  | % of X | Freq. | % of X | Freq. |  |  |
| 1. |  |  | 100 | 1 |  | 1 |
| 2. |  |  | 100 | 1 |  | 2 |
| 3. |  |  | 100 | 1 |  | 3 |
| 4. |  |  | 100 | 1 | O |  |
| 5. |  |  | 100 | 1 | R | 4 |
| 6. |  |  |  |  |  | 5 |
| 7. |  |  |  |  |  | 6 |
| 8. |  |  |  |  |  | 10 |
| 9. | 88.6 | 3 |  |  |  | 8 |
| 10. | 100 | 3 |  |  |  | 11 |
| 11. | 100 | 3 |  |  |  | 12 |
| 12. | 100 | 4 |  |  |  | 13 |
| 13. | 100 | 4 | 100 | 3 | R | 7 |
| 14. | 100 | 6 | 66 | 2 |  | 14 |
| 15. | 100 | 6 | 25 | 4 | R | 15 |
| 16. | 94.3 | 6 | 100 | 5 | R | 16 |
| 17. | 91.6 | 6 | 100 | 5 |  | 17 |
| 18. | 85.7 | 7 | 50 | 2 |  | 18 |
| 19. | 85.5 | 7 | 100 | 2 |  | 20 |
| 20. | 79.1 | 6 | 0 | 2 |  | 22 |
| 21. | 88 | 7 | 75 | 4 | R | 21 |
| 22. | 100 | 6 | 100 | 4 | R | 19 |
| 23. | 90.4 | 7 | 77 | 9 | R | 26 |
| 24. | 90.2 | 7 | 76 | 13 | R | 25 |
| 25. | 95.1 | 7 | 86 | 15 | R | 23 |
| 26. | 95.1 | 7 | 85 | 14 | R | 24 |
| 27. | 100 | 5 | 50 | 12 |  | 27 |
| 28. | 87.5 | 8 | 66 | 15 |  | 28 |
| 29. | 95.7 | 8 | 92 | 13 | R | 29 |
| 30. | 85.5 | 7 | 44 | 9 | O |  |
| 31. | 100 | 8 | 66 | 9 | R | 31 |
| 32. | 81.2 | 8 | 37.5 | 8 | R | 36 |
| 33. | 96.7 | 8 | 66 | 9 | R | 32 |
| 34. | 95.1 | 7 | 62.5 | 8 | R | 38 |
| 35. | 100 | 5 | 12.5 | 8 | O |  |
| 36. | 79 | 4 | 42 | 7 | R | 34 |
| 37. | 100 | 4 | 66 | 7 | R | 41 |
| 38. | 87.5 | 4 | 71 | 7 | R | 30 |
| 39. | 100 | 4 | 100 | 8 |  | 33 |
| 40. | 100 | 4 | 93.7 | 16 | R | 35 |
| 41. | 100 | 4 | 43 | 23 | R | 39 |
| 42. | 100 | 4 | 74 | 35 | R | 40 |
| 43. | 100 | 4 | 82 | 34 | R | 37 |
| 44. | 83.2 | 4 | 100 | 35 |  | 42 |
| 45 |  |  | 100 | 14 | O |  |

# APPENDIX F

# REVISED ASSESSMENT TOOL

AREA: COORDINATION NAME:

| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | TRIAL |  |  |  |
|---|---|---|---|---|---|---|
|  |  |  | 1 | 2 | 3 | 4 |
| 1. The child's hands are held not always fisted, but rather sometimes open. | Lay the child on his back facing you. Dangle directly in front of him (8" above him) a small brightly colored ring hung on a string for 15 seconds. |  |  |  |  |  |
| 2. The child's eyes follow a bright red toy that moves from left to right across his face. The toy is held 8 inches above the child's face and is moved very slowly. | Place child on his back. Hold a red ring on a string '" above his face. Move ring slowly to left of face, over face, and to right of face (15 seconds per trial). |  |  |  |  |  |
| 3. The child's eyes follow a bright red toy. The toy is held 8 inches above him and is slowly moved up from his chest to his forehead and back again. | Place child on his back. Hold red ring on a string 8 inches above his face. Move ring slowly to his chest, over his face, to his forehead. (15 seconds per trial). |  |  |  |  |  |
| 4. The child turns his head to follow a moving rattle. Hold the rattle 8 inches above him; shake it and move it from the right side of his head to his far left side. | Place child on his back. Hold a rattle '" over his head. Shake it while moving it to the right side of his head over to the left side (15 seconds per trial). |  |  |  |  |  |
| 5. The child's eyes follow a bright red toy that moves slowly in a circle above his head. The toy is held 8 inches above the child's head. | Place child on his back. Hold the red ring on a string 8" over his head. Move it slowly in a circle counterclock wise. (15 seconds per trial). |  |  |  |  |  |
| 6. The child turns his head to look at people and things in a room. | Place child on his back, head slightly raised. Walk slowly around his crib 2 times per trial. (30 seconds per trial) |  |  |  |  |  |
| 7. The child reacts to a half sheet of paper, 8½" x 5½", put on his face. He will turn his head and show increased movement or he will stop all movement. | Place child on his back. Place a sheet of paper (8½ x 5½") over his face. (10 seconds per trial) |  |  |  |  |  |
| 8. The child holds a small rattle like this. All his fingers and thumb curl around the rattle. | Place child on his back. Give him a 4" long rattle to hold. Do not hold his hand. (5 seconds per trial) |  |  |  |  |  |

AREA: COORDINATION

NAME:

| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | TRIAL | | | |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 9. The child looks at a 1" block that is placed on a table directly in front of him. | Sit the child on your lap in front of a low table. Place a 1" cube in front of him. (10 seconds per trial) | | | | | |
| 10. The child reaches for toys that hang above his head. | Place child on his back in a crib. Hang a rattle from a string so it drops 8" above the child's face. (15 seconds per trial) | | | | | |
| 11. The child turns his head to follow a slowly moving tennis ball rolled in front of him. | Sit the child on your lap facing a low table. Place a red ball(3" diameter) in front of him. Roll it from left to right, then back again. (15 seconds per trial) | | | | | |
| 12. The child holds a small rattle like this. | Place child on his back. Give him a 4" long rattle to hold. Do not hold his hand. (5 seconds per trial) | | | | | |
| 13. The child puts a rattle to his mouth, often putting it in his mouth. | Place child on his back. Put a 4" long rattle in his hand. Let him play with it. (time limit - 1 min.) | | | | | |
| 14. The child reaches for and touches a one inch block that is placed in front of him. | Sit child on your lap facing a low table. Place a 1" cube on the table within his reach - about 6-8 inches away. (15 seconds per trial) | | | | | |
| 15. The child picks up a one inch block with one or both hands. | Sit child on your lap facing a low table. Place 1" cube on the table within reach. Tell child to pick up the cube. (15 seconds per trial) | | | | | |
| 16. The child, when lying on his back, picks up an object he has seen placed on his chest. | Place the child on his back and place a favorite toy of his on his chest. Wait 30 seconds for response. | | | | | |

AREA: COORDINATION

NAME:

| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | TRIAL |  |  |  |
|---|---|---|---|---|---|---|
|  |  |  | 1 | 2 | 3 | 4 |
| 17. The child, when lying on his back will pull down a four inch toy ring that is hanging eight inches above him. | Lie the child underneath a hanging object (8") and see if he will pull it down (30 seconds per trial). |  |  |  |  |  |
| 18. The child grasps a 1" blocks from the side with his fingers spread wide. | Place a 1 inch block within reach of the child. Observe his grasp. |  |  |  |  |  |
| 19. The child holds a block in each hand for three or more seconds. | Give the child a block in each hand. Time him to see if he holds it for 3 or more seconds. |  |  |  |  |  |
| 20. The child reaches for a one inch blocks while holding one in his other hand. | Give the child a 1 inch block in one hand and place another 1 inch block within his reach. |  |  |  |  |  |
| 21. The child, while sitting on someone's lap, holds and bangs a spoon on a table. | Sit down at a table, put the child on your lap and give him a spoon. Observe to see if child bangs spoon on the table. |  |  |  |  |  |
| 22. While the child is sitting on someone's lap, he reaches for a toy using only one hand and arm. | Sit at a table with the child on your lap. Place a favorite toy of his within reach on the table. |  |  |  |  |  |
| 23. The child picks up a rasin by using all his fingers to sweep the raisin into the palm of his hand. | Place a raisin on the table and watch how the child picks it up. |  |  |  |  |  |
| 24. The child picks up and holds a 1" block by grasping over the top of the block and holding it in the palm of his hand. | Observe the child as he picks up a 1 inch block. |  |  |  |  |  |

AREA: COORDINATION

NAME:

| | | | TRIAL | | | |
|---|---|---|---|---|---|---|
| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | 1 | 2 | 3 | 4 |
| 25. The child lifts a cup or similar shaped object by grabbing its rim. | Sit the child on your lap facing a low table. Place a cub in front of him. Tell him to pick it up. Or just observe during a meal. | | | | | |
| 26. The child, while sitting on someone's lap, holds a toy in one hand and then passes it to his other hand. | Sit child on your lap, give the child a toy to hold. Observe him to see if he passes it to his other hand. | | | | | |
| 27. The child grabs and pulls a string by wrapping all his fingers around it. | Place child on your lap. Dangle a foot long ½inch thick rope in front of him within reach. | | | | | |
| 28. The child picks up and holds a 1" block by grasping over the top of the block. His thumb is on the opposite side of the block that his three fingers are on. | Place the child at a table. Put a block in front of him and observe how he picks it up. | | | | | |
| 29. The child holds a small rattle with all his fingers around one side of the rattle. His thumb around the other side. | Give the child a rattle to hold and observe how he holds it. | | | | | |
| 30. The child pulls a ½-3/4" x 3" peg out of a pegboard. | Sit the child on your lap facing a low table. Place pegboard with 1 peg in it on the table within reach. Tell child to take the peg. (time limit 15 seconds) | | | | | |
| 31. The child holds a ½" round stick by wrapping his ring and middle fingers around the stick and extending his index finger along the stick. | Give the child a half inch round stick to hold and observe how he holds it. | | | | | |
| 32. The child picks up 1" block with his thumb on one side and index finger on the adjacent side. The rest of his fingers are on the side opposite the thumb side. | Give the child a 1" block to hold. Observe the way in which he holds it. | | | | | |

AREA: COORDINATION

NAME:

| | | | TRIAL | | | |
|---|---|---|---|---|---|---|
| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | 1 | 2 | 3 | 4 |
| 33. The child holds a tennis ball with his thumb and finger spread apart. | Sit child on the floor. Place a tennis ball in front of him. Tell him to pick it up. Observe how he holds it. | | | | | |
| 34. The child puts a one inch block in a cup after he has seen you do it. | Sit the child on your lap facing a low table. Put a cup in front of him and drop a 1" cube in it. Give the child the cube. (time limit 30 seconds) | | | | | |
| 35. The child holds a spoon with his four fingertips curled around the bottom of the handle and the thumb on top. | During meals observe how a child holds a spoon. | | | | | |
| 36. The child bangs together toys he is holding in each hand. | Give the child two toys and observe him playing with them. | | | | | |
| 37. The child holds a small ball with his thumb opposite his fingers. | Give the child a small ball to hold. Observe the way he holds it. | | | | | |
| 38. The child picks up a raisin using all his fingers and thumb. | Sit the child at a table. Place some raisins in front of him. Watch the way in which he picks them up. | | | | | |
| 39. The child picks up a string pinching it between his thumb and the side of his index finger. | Sit the child at a table. Place a string on the table in front of him. Observe the way he picks it up. | | | | | |
| 40. The child pokes at things using his index finger. | Sit child on the floor. Place a sponge (6x6x2") in front of him. Let him explore it. (time limit 30 seconds) | | | | | |

AREA: COORDINATION

NAME:

| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | TRIAL |  |  |  |
|---|---|---|---|---|---|---|
|  |  |  | 1 | 2 | 3 | 4 |
| 41. The child pushes a 2" x 5" wooden toy car. None of its wheels lift off the table. | Sit child in front of a low table. Place a 2x5" car in front of him, within reach. Let him play with it. (time limit 30 seconds) |  |  |  |  |  |
| 42. The child can hold a bottle and drop small objects into the wide mouth of the bottle. | Sit the child on the floor. Give him a bottle(with a wide mouth). and 5 or 6 pegs. Ask the child to drop the peg in the bottle. |  |  |  |  |  |
| 43. The child unwraps a small tootsie roll. | Give the child a tootsie roll and ask the child to open it. |  |  |  |  |  |
| 44. The child can roll a ball (the size of a basketball) forward after an adult shows him how. | Sit child on the floor. Give him a 6-12" ball. Stand back. Tell him to roll it to you. Demonstrate first. |  |  |  |  |  |
| 45. The child puts things in and takes things out of big containers. | Sit child on the floor and give him a small box(any container) with 1" cubes in it. Tell child to take the cubes out and put them back in. |  |  |  |  |  |
| 46. The child will mark on a piece of paper with a crayon after seeing you draw on it. | Sit child in front of low table. Place a paper in front of him. Mark on it with crayon. Give crayon to child. Let him "color".<br>time limit - 1 minute |  |  |  |  |  |
| 47. The child stacks one inch blocks two high after an adult shows him how. | Sit child on the floor. Give him 2 blocks. Tell him to stack them. Demonstrate first.<br>time limit - 30 seconds |  |  |  |  |  |
| 48. The child picks up a raisin using the tip of his index finger and thumb. | Sit child in front of a low table. Place a raisin on the table. Tell him to pick up the raisin. |  |  |  |  |  |

AREA: COORDINATION

NAME:

| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | TRIAL 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|
| 49. The child dumps a small object such as a raisin from a bottle after an adult shows him how. | Put a raisin or small object in a bottle and turn it upside down in front of the child so he can see the object fall out. See if the child will do the same thing with the object in the bottle. (time limit - 1 minute) | | | | | |
| 50. The child holds three blocks all at once. The blocks are one inch cubes. | Sit child on the floor. Give him 1" cube then another. When he is holding 2, give him a third. | | | | | |
| 51. The child picks up a string pinching it between his thumb and the tip of his index finger. | Sit child on the floor. Place a foot long, ½" thick string in front of him. Tell him to pick up the string. | | | | | |
| 52. The child picks up a raisin using his thumb and index finger only. | Sit child in front of a low table. Place a raisin in front of him within reach. Tell him to pick up the raisin. (time limit - 15 seconds) | | | | | |
| 53. The child can put at least five pegs (½" -3/4" x 3") in a pegboard. | Sit child in front of a low table. Place pegboard in front of him. Give him 5 pegs one at a time. Tell him to put the peg in a hole.<br>time limit - 1 minute | | | | | |
| 54. The child turns thin pages of a book two to three pages at a time. | Sit child on your lap. Place a picture book in front of him. Tell him to turn the pages. Talk about the pictures between trials.<br>15 seconds per trial | | | | | |
| 55. The child turns doorknobs. | Go with the child to the door. Point to the doorknob. Tell him to open the door (Make sure he can reach the knob). 15 seconds per trial | | | | | |
| 56. The child makes a train of three blocks when shown how. | Sit child in front of a low table. With 3-4 one inch blocks make a train. Give the blocks to child. Tell him to make the train.<br>time limit - 30 seconds | | | | | |

AREA: COORDINATION

NAME:

| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | TRIAL |  |  |  |
|---|---|---|---|---|---|---|
|  |  |  | 1 | 2 | 3 | 4 |
| 57. The child draws a line down a page when he sees someone else do it. | Sit child in front of low table. Place paper in front of him. Draw a line up and down with a crayon. Give crayon to child. Tell him to draw a line up and down. Let him scribble between trials.<br>time limit - 30 seconds |  |  |  |  |  |
| 58. The child builds a tower using 3-5 one inch blocks. | Sit child in front of a low table. Give him 5 one inch blocks. Tell him to build a tower.<br>time limit - 2 minutes |  |  |  |  |  |
| 59. The child tries to fold a paper one end over the other side when shown how, but his fold is not neat. | Sit child in front of a low table. Place a paper on table and fold it in half. Give another sheet to child and tell him to fold it. It doesn't have to be in half.<br>time limit - 30 seconds |  |  |  |  |  |
| 60. The child draws a line straight across a paper when shown how. | Sit child in front of a low table. Place a piece of paper on the table and draw a line across the paper with crayon. Tell child to draw a line and give him the crayon. Let him scirbble between trials.(30 seconds per trial) |  |  |  |  |  |
| 61. The child can stand and throw a tennis ball overhanded (forward). | Stand in an open area about 9-10 feet from the child. Give a tennis ball to him. Tell him to throw it to you.<br>time limit - 10 seconds |  |  |  |  |  |
| 62. The child builds a tower using six to seven one inch blocks. | Sit child in front of a low table. Give him 7 one inch blocks. Tell him to build a tower.<br>time limit - 1 minute |  |  |  |  |  |
| 63. The child threads at least three large 3 inch beads on a long shoe string. | Sit child in front of a low table. Give him 3 large beads with big holes and 1 foot string (¼-½" thick) knotted at the end. Tell child to put the beads on the string.<br>time limit - 1 minute |  |  |  |  |  |
| 64. The child turns thin pages of a book one at time. | Sit the child in front of a low table. Give him a picture book with thin pages. Tell him to look at the pictures.<br>time limit - 15 seconds |  |  |  |  |  |

AREA: COORDINATION NAME:

| | | | TRIAL | | | |
|---|---|---|---|---|---|---|
| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | 1 | 2 | 3 | 4 |
| 65. The child draws circular scribbles on paper os a blackboard. | Sit child in front of a low table. Place a paper in front of him. Draw a circle in pencil. Give him the pencil and tell him to draw a circle.<br>time limit - 30 seconds | | | | | |
| 66. The child uses three one inch blocks to make a bridge when shown how. | Sit child in front of a low table. Place 3 blocks (1") on table and make a bridge with them. Give them to the child. Tell him to make a bridge.<br>time limit - 1 minute | | | | | |
| 67. The child can string four one inch beads in two minutes using a shoe string. | Place child on the floor. Give him 4 1-inch beads and a knotted shoe string. Tell him to string the beads. Time him.<br>time limit - 2 minutes | | | | | |
| 68. The child can place 10 pegs in a pegboard. | Give the child a pegboard at a low table or on the floor. Give him 10 pegs and tell him to put the pegs in the holes.<br>time limit - 1 minute | | | | | |
| 69. The child folds a 9" x 11" piece of paper neatly when shown how. | Sit child in front of a low table. Fold a 8"x11" piece of paper in half. Give him another piece of paper and tell him to fold it in half.<br>time limit - 30 seconds | | | | | |
| 70. The child can build a tower of 9-10 blocks. Blocks are one inch. | Sit child in front of a low table. Give him 10 one inch blocks. Tell him to build a tall tower.<br>time limit - 1 minute | | | | | |
| 71. The child holds a crayon or pencil with his fingers instead of with his fist. | Sit child in front of a low table. Place paper and a crayon on the table. Tell him to draw a picture. Observe how he holds the pencil.<br>time limit - 15 seconds | | | | | |
| 72. The child can close his hand into a fist leaving his thumb out. Then he can move his thumb about when shown how. | Sit next to child. Tell him to make a fist (show him yours). Move your thumb around and tell him to move his thumb.<br>time limit - 15 seconds | | | | | |

AREA: COORDINATION

NAME:

| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | TRIAL | | | |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 73. The child can draw a cross when he sees someone else do it. (It need not be crossed perfectly through the middle.) | Sit child in front of a low table. Place a paper in front of him. Draw a "+". Give him the crayon and tell him to draw a "+".<br>time limit - 30 seconds | | | | | |
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| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

AREA: LOCOMOTION

|  |  |  | TRIAL |  |  |  |
|---|---|---|---|---|---|---|
| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | 1 | 2 | 3 | 4 |
| 1 The child lifts his head up when he lies on his stomach. | Place child on his stomach. Stand over the child and talk to him for 15 seconds and/or shake a rattle 5 times. |  |  |  |  |  |
| 2. The child rolls over partway when he is on his back and his head is turned to one side. | Place child on his back and turn his head to one side. Stand to the side he is looking toward and talk to him for 15 seconds and/or shake a rattle 5 times. |  |  |  |  |  |
| 3. The child straightens his leg when someone pushes the bottom of his foot. | Place the child on his back. Push the bottom of 1 foot for 5 seconds. Alternate feet each trial. |  |  |  |  |  |
| 4. While lying on his stomach, the child pushes up his head and chest on his forearms. | Place child on his stomach. Stand in front of him and ring a bell 5 times. Observe child 5 seconds. |  |  |  |  |  |
| 5. The child can hold his balance without falling when someone gently pushes him to one side at his shoulder. The child is lying on his stomach and resting on his forearms. | Place child on his stomach so he is resting on his forearms. Gently push him to one side at his shoulder. Alternate shoulders each trail. |  |  |  |  |  |
| 6. When lying on his back the child's chin touches his chest when he looks at someone standing at his feet. | Place the child on his back. Stand at his feet, facing the child. |  |  |  |  |  |
| 7. The child rolls from his back to his stomach. | Place child on his back facing away from you. Squat at the left, 6" from his head and shake a rattle for 5 seconds. Wait 10 seconds for a response. |  |  |  |  |  |
| 8. While the child is being held up under his arms with his feet touching the floor, he will bounce up and down. | Hold child loosely under his arms so the bottom of his feet touch the floor. Hold him for 10 seconds. |  |  |  |  |  |

**AREA:** LOCOMOTION

NAME

| | | | TRIAL | | | |
|---|---|---|---|---|---|---|
| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | 1 | 2 | 3 | 4 |
| 9. The child lies on his stomach and lifts his head and chest. His arms are straightened and support his weight. | Place child on his stomach. Dangle a yarn ball over his head, but not in sight. Do for 5 seconds. | | | | | |
| 10. The child can hold his balance without falling when someone gently pushes him to one side at his shoulders. The child is laying on his stomach and his arms are straightened holding his chest and head up. | Place child on his stomach with his head and chest up and arms straightened. Gently push one shoulder. Reverse sides for each trial. | | | | | |
| 11. The child can sit supported on your lap or in a sturdy chair for one minute. | Place child on your lap or in a sturdy chair. Observe him sitting for 1 minute per trial. | | | | | |
| 12. The child rolls from side to side while on his back. | Place child on his stomach. Stand to one side and call his name 3 times. | | | | | |
| 13. When the child is being held in a sitting position and is rocked from side to side, he will hold his head steady. | Place child sitting on the floor. Gently rock him from side to side for 5 seconds. | | | | | |
| 14. The child rolls from his stomach to his back. | Place child on his stomach. Stand to one side and call his name 3 times. | | | | | |
| 15. When the child is lying on his back and someone pulls his arms forward until he is in a sitting position, he will hold his head steady. He will not let his head fall forward or backward. | Place child on his back. Pull his arms slowly forward to raise him to a standing position. | | | | | |
| 16. The child sits with his hands supporting his upper body weight for one minute. His head is forward and his back is rounded. | Place child in a sitting position with nothing propping him up and his arms on his legs. Leave him in this position for 15 seconds. | | | | | |

**AREA:** LOCOMOTION

| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | TRIAL 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|
| 17. The child will move forward a foot or more while lying on his stomach. | Place the child on his stomach. Shake the rattle 1 1/2 feet in front of him for 5 seconds. | | | | | |
| 18. The child supports himself on only one arm while sitting. This frees the other hand to play with toys. | Place the child in a sitting position. Place a bright 4" car one foot in front of him for one minute. | | | | | |
| 19. The child sits without the support of his arms touching the floor or elsewhere for thirty seconds or more. His back may be rounded. | Place child in a sitting position without his arms being on his legs. Leave him for 15 seconds. | | | | | |
| 20. When the child is lying on his stomach, he pushes one knee forward beside his body while moving forward. | Place the child on the floor on his stomach. Stand in front of child and hold out your arms for him to come to you. | | | | | |
| 21. The child stands for one minute or more while holding onto something. | Stand the child next to a low table of equal height. Let him hold on to the table and look at a picture. Time him for 1 minute. | | | | | |
| 22. The child can balance himself without falling for one minute when he is on "all fours." That is, his stomach is lifted and his weight is on his hands and knees. | Place child on the floor on all fours. Sit in front of him and talk or sing to him. Time him for 1 minute. | | | | | |
| 23. The child sits on the floor without support for more than ten minutes. He holds his head up and his back is straight. | Sit child on the floor without support. Hand him a toy car (to keep him busy). Time him for at least one minute. | | | | | |
| 24. The child can balance himself without falling when someone gently pushes him to one side at his shoulder. He is sitting without support. | Sit child on the floor without support. Hand him a toy car (to keep him busy). Time him for at least one minute. | | | | | |

**AREA**: LOCOMOTION

NAME

| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | TRIAL 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|
| 25. The child, when sitting, can move onto his stomach. | Place the child in a sitting position on the floor. Sit 6 feet in front of child with a toy. Observe for child to move onto his stomach. | | | | | |
| 26. The child, when lying on his stomach, can sit up by himself. | Lay the child on his stomach on the floor. Kneel at his feet. Ring a bell 5 times. Wait 15 seconds for him to sit up. | | | | | |
| 27. The child, when lying on his back, can sit up by himself. | Place the child on a mat on his back. Wave a favorite toy animal and place it at his feet. Tell him to get the toy. (30 seconds per trial). | | | | | |
| 28. The child can move at least ten feet by crawling on his hands and knees with his stomach not touching the floor. | Place the child on the floor on his stomach. Sit on the floor 10 feet away. Call the child to come to you. (30 seconds per trial.) | | | | | |
| 29. The child pulls to a knee stand | Sit the child on the floor next to a sturdy low chair or box. Shake the rattle and set it on the chair. (allow 15 seconds per trial). | | | | | |
| 30. While sitting, the child will hold onto the side of the crib and pull himself up to stand. | Sit the child in a crib or next to a low railing. Place his hands on the side of the crib. Shake a rattle over his head so he must stand to get it. (15 second per trial.) | | | | | |
| 31. The child takes two or three side steps while holding onto furniture. | Place child standing at and holding on to a low table. Stand at the opposite end and call him to you. (2 minutes per trial). | | | | | |
| 32. When the child leans forward while sitting, he can sit himself back up. | Place child on the floor and put a car 12-16" away. Tell him to get the car. (15 seconds per trial). | | | | | |

AREA: LOCOMOTION

NAME

| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | TRIAL 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|
| 33. The child walks ten or more steps with both his hands are being held by an adult. | Stand behind the child, hold both his hands up. Walk with him 10 or more steps. (Wait 30 seconds per trial). | | | | | |
| 34. The child walks ten or more steps while one hand is held by an adult. | Take the child's hand. Place him in a standing position. Walk with him at least 10 steps. (Wait 30 seconds per trial). | | | | | |
| 35. The child stands for five seconds or more without holding onto anything. | Let the child stand in front of and holding on to someone or something. Slowly remove the support. Let the child stand alone for 1 minute. | | | | | |
| 36. The child stands for one minute or more without holding on to anything. | Let the child stand with support. Slowly remove the support. Let child stand alone for 1 minute. | | | | | |
| 37. The child sits down on the floor after standing without holding on to anything. | Let the child stand alone. Place a toy animal at his feet. Tell him to get the toy. (15 seconds per trial). | | | | | |
| 38. The child climbs into an over stuffed chair or onto a sofa from the floor. | Place the child at the foot of a chair or sofa and observe for 1 minute. If the child does not climb onto chair, wait and observe the behavior throughout day. | | | | | |
| 39. The child walks at least five steps. When he first begins walking he will probably walk with his arms raised and his feet spread wide. | Call the child over to you from across a room. Hold a favorite toy up that he likes. (30 seconds per trial) | | | | | |
| 40. The child crawls up two or more steps that are three to six inches high. | Place the child at the foot of a short flight of stairs. Sit on the 4th step and call him to come to you. (15 seconds per trial.) | | | | | |

**AREA:** LOCOMOTION

NAME

| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | TRIAL | | | |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 41. From sitting on the floor, the child stands up without holding onto anything. | Sit the child on the floor. Shake a bell and hold it above the child. Tell him to get the bell. (15 seconds per trial) | | | | | |
| 42. Without holding onto anything, the child can stoop down to pick up a toy and then stand back up without falling. | Stand the child alone. Place the car at his feet and move 4 feet away. Tell him to get the car and bring it to you. (30 seconds per trial) | | | | | |
| 43. The child climbs down from an adult chair or sofa. | Place the child on an adult chair or sofa. Sit beside him for 1 minute, then move to the floor and play with the child's favorite toy. Observe child climbing down. (30 seconds per trial) | | | | | |
| 44. The child walks twenty steps without holding onto anything. His arms are at his side and his feet are no longer spread wide. | Call the child over to you from across a room, at least 10 feet. (30 seconds per trial) | | | | | |
| 45. While holding the child's hand, he can walk up four steps, both feet to one step. | Hold the child's hand and walk up 4 steps. (30 seconds per trial) | | | | | |
| 46. The child walks backwards at least five steps. | Hold on one side of a small hoop and let the child hold the opposite side. Walk toward him. (15 seconds per trial) | | | | | |
| 47. The child can seat himself (directly) on a chair that is appropriate for his height. | Place a chair appropriate to the child's height and ask the child to sit down. Observe him for 30 seconds. | | | | | |
| 48. The child walks down 4 steps with one hand held, placing both feet on each step. | Hold child's hand and walk down 4 steps. (15 seconds per trial) | | | | | |

**AREA:** LOCOMOTION

| BEHAVIOR | TEACHER INSTRUCTIONS | NAME<br>DATE | TRIAL<br>1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 49. When standing without support the child kicks a ball forward. | Place a ball at the child's foot. Stand back. Say, "Kick the ball to me."<br>(10 seconds per trial) | | | | | | |
| 50. The child, using his feet scoots a scooterbike (without pedals) forward five feet. | Place the child on a scooter-bike. Stand 10 feet away. Say, "Ride the bike to me." | | | | | | |
| 51. The child jumps in place lifting both feet when his hands are held. | Hold the child's hands. Tell him to jump up and down.<br>(10 seconds per trial) | | | | | | |
| 52. The child runs twenty feet without falling. | Take the child outside. Throw the ball and tell him to run and get it. Do 4 times, throwing in different directions.<br>(30 seconds per trial) | | | | | | |
| 53. The child jumps in place (without help) with his 2 feet together. | Ask the child "Can you jump up and down like me?" and show the child what you mean. Observe for 15 seconds per trial. | | | | | | |
| 54. The child walks up 3 steps alone, both feet to one step. | Place child at foot of stairs You stand 4 or 5 steps up and hold out your hands for the child to come. | | | | | | |
| 55. The child jumps down off a two or three inch high block without falling. | Place the child on a block or boy 2 or 3 inches high. Stand in front of him. Tell him to jump down.<br>(15 seconds per trial.) | | | | | | |
| 56. The child pedals a tricycle forward 5 feet. | Place child on a tricycle. Stand 5 feet away. Call the child to you.<br>(15 seconds per trial) | | | | | | |

**AREA**: LOCOMOTION

NAME

| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | TRIAL 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|
| 57. The child can walk 20 steps on an uneven surface such as a lawn without falling. | Take the child outside on the grass. Stand about 10 feet away and call the child to you. (30 seconds per trial) | | | | | |
| 58. The child walks down 3 steps alone, both feet to one step. | Place the child 4 steps above the landing. You stand at the foot of the stairs and call the child to you. (30 seconds per trial.) | | | | | |
| 59. The child can walk from an even surface onto an uneven surface without falling. | Place the child outside on the sidewalk that is near grass. You stand on the grass and call the child to you. (30 seconds per trial) | | | | | |
| 60. The child walks with a heel-toe gait pattern (normal walking pattern - one foot in front of the other.) | Call the child over to you from across a room. Observe the way he walks. (30 seconds per trial.) | | | | | |
| 61. The child not wearing shoes tiptoes three steps without falling. | Stand 5 feet from the child. Tell him to tiptoe quietly to you. Demonstrate if necessary. (30 seconds per trial) | | | | | |
| 62. The child walks up a ramp that is about a 30° angle to the ground. | Place the child at the foot of the ramp. You walk to the top and call him to you. No assistance please. | | | | | |
| 63. The child walks with a reciprocal arm swing--right arm swings forward as the left leg advances, etc. | Call the child over to you from across the room. Observes the way he walks. (30 seconds per trial) | | | | | |
| 64. The child walks up and down 5 steps alternating his feet. | Observe child while he walks up and down steps. (15 seconds per trial) | | | | | |

**AREA:** LOCOMOTION

NAME

| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | TRIAL | | | | |
|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 | 5 |
| 65. The child broad jumps across four inches or more without falling. | Mark off on the floor 2 spots 8 inches apart. Tell the child to jump from one to the other. (15 seconds per trial) | | | | | | |
| 66. The child balances on one foot without falling for two seconds | Ask the child to stand on one foot like you. Demonstrate. (Time him for 2 seconds per trial) | | | | | | |
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AREA: COGNITION

NAME ____________

|  |  |  | TRIAL |  |  |  |  |
|---|---|---|---|---|---|---|---|
| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | 1 | 2 | 3 | 4 | 5 |
| 1. The child feels objects with his fingers. | Use a piece of bright cloth pasted on cardboard. Hold it up so child can see it. Wait a few seconds for him to reach and touch it. |  |  |  |  |  |  |
| 2. The child looks at people's faces section by section. He will look at their eyes, mouth and hair. | Sit facing the child so you are eye level with him. Watch his eyes - where they are moving and what they are looking at. |  |  |  |  |  |  |
| 3. The child explores the contents of a room by looking at the people, walls, and windows in it. | Place the child in a strange room and have people in it. Observe him for 30 seconds. |  |  |  |  |  |  |
| 4. The child looks at two toys which are hanging 18 inches apart at least 8 inches above him. He looks first at one, then at the other. | Lay the child on his back. Take a bright colored ring and a colored ball and hang them on the child's hand for 10 seconds. Watch his eyes. |  |  |  |  |  |  |
| 5. The child watches mother move about the room. When mother leaves the room, the child will continue to look in that direction. The child waits about two minutes for her to come back before resuming play. | Place child in the middle of a room. Move about the room for about one minute. Leave the room and move to where you can see him but he can't see you and observe him for 2 minutes. |  |  |  |  |  |  |
| 6. The child may wave his arms & kick his legs or may stop wiggling while watching toys put into action which are hanging from the top of his crib. | Place child in a crib with a mobile in view. Shake it. Observe the child for 15 seconds. |  |  |  |  |  |  |
| 7. The child looks at one toy, then another, then several more toys all of which were just hung above the child. | Place a toy animal and a car in front of a child. Add a ball, rattle and bean bag in front of him. Observe the child for 35 seconds. |  |  |  |  |  |  |

AREA: COGNITION

NAME ______________

| | | | TRIAL | | | |
|---|---|---|---|---|---|---|
| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | 1 | 2 | 3 | 4 |
| 8. The child, while lying on his back, will turn his head from side to side if he sees you turn your head from left to right. | Place the child on his back. Walk at his head from left to right. | | | | | |
| 9. The child fingers one hand with the other. | Observe the child when he has nothing his hand in an area with no distractions. Observe him for 15 seconds at a time. | | | | | |
| 10. The child pulls off a washcloth covering his face. | Place a washcloth over a child's face, wait no more than 6 seconds for him to pull it off. | | | | | |
| 11. The child will pull a string to shake a hanging, noise making object such as a rattle, box with a few beans, or a bell. | Tie a string to a rattle and place in front of the child, wait 3 seconds. The child may need demonstration, then wait 10 seconds for him to do it on his own. | | | | | |
| 12. The child crumples or rattles paper as he plays with it. | Give the child the cellophane from a cigarette package. Observe him for 15 seconds. | | | | | |
| 13. The child kicks his feet to make mobiles hung above him move. | Place child on his back in a crib. Hang a mobile within reach of his feet. Observe him for 15 seconds. | | | | | |
| 14. The child turns and looks at the floor when he drops a spoon or toy on the floor. | Give the child a spoon; wait until he drops it and observe for 5 seconds to see if he will look for it on the floor. | | | | | |
| 15. The child will pat an object if he sees someone else pat it. | Pat a toy with your hand, then hold the toy out to the child and see if he will pat it. | | | | | |

AREA: COGNITION NAME ____________

| BEHAVIORS | TEACHER INSTRUCTIONS | DATE | TRIAL | | | |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 16. When a rattle is hung within one foot in front of the child's face, he will hit at it with his hand. | Set the child on the floor or in a chair and wave a rattle on a string a foot in front of him. Wait 10 seconds to see if he will hit it with his hand. | | | | | |
| 17. The child sitting on the floor drops a toy. His hand feels over the floor and finds the toy even though he does not look at the toy. | Sit child on the floor. Give him a toy car; let him drop it. Observe him to see if and how he looks for the toy. | | | | | |
| 18. The child, with one hand, pats a toy he is holding in his other hand. | While the child is playing with toys, observe to see if he pats the toy he is holding with the other hand. | | | | | |
| 19 The child will clap his hands together if he sees someone else clap theirs. | Sit facing the child and calp your hands. Wait 7 seconds to see if he will imitate you. | | | | | |
| 20. The child turns toys in his hands to look at them. | Give the child a 1" cube and observe him for 15 seconds to see if he will turn it and look at it. | | | | | |
| 21. The child rubs toys against his crib to make noise. | Place child in crib and give him a spoon or toy. Observe 15 seconds to see if he will rub it against the crib. | | | | | |
| 2. The child will see mother enter the room and sit behind him. He goes on playing but turns around to see her two or three times, even ~~though she is quiet and~~ has made no noise to get him to look at her. | While the child is playing, go into the room and sit behind him, make no noise or movement toward him. Observe 3 to 5 seconds. | | | | | |

AREA: COGNITION

NAME

| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | TRIALS 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 23. The child can recognize a toy even though he can see only a part of it. The rest of the toy is hidden behind something like a sheet or book. | Hide half a car behind a book and ask for the car. Wait 10 seconds to see if he'll reach for it. | | | | | | |
| 24. The child will open and close his fisted hand if he sees another person do the same. | Sit facing the child and say, "Can you do this?". Open and close your hand 2 or 3 times then wait for him to do it. Wait for about 10 seconds then repeat. | | | | | | |
| 25. The child plays with a toy, then starts playing with a different toy. When he is finished playing with the toy, he can go to the place where the original toy is without searching for it. | Give the child a toy car and let him play with it for a few minutes. Place a ball across the room and show it to him. Let him play with the ball, then say, "Get the car." | | | | | | |
| 26. The child pulls a string toward him in order to get a toy tied on the end of the string. | Place a pull toy in front of the child with the string within reach of his hands. Observe him for 10 seconds. | | | | | | |
| 27. The child puts a person's hand on a musical toy to show the person that he wants the toy to play music. | Give the child a windup toy. Wind it and let it play, When it has stopped, wait 5 seconds for him to place your hand over it to wind it for him. | | | | | | |
| 28. The child moves his head to different positions while looking at a toy. | Hand the child a jack-in-the-box and observe for 15 seconds what he does with it. | | | | | | |
| 29. The child looks under a tissue to find the toy which he saw hidden there. | Give the child a bright colored ring then take it and hide it under a tissue. Watch him for 10 seconds. | | | | | | |
| 30. The child hides and finds a toy under a rug or piece of cloth. | Using a small ring, tell the child to hide a toy car under it, then tell him to find it. Give the child 25 seconds to do the task before asking again. | | | | | | |

AREA: COGNITION

NAME ________________

| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | TRIAL<br>1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 1. The child pushes and moves things(toys) that are in front of a toy he wants so he can get to that toy. | Sit the child at a low table. Place several toys and objects in front of his favorite toy or the one he was playing with earlier. Observe for 30 seconds. | | | | | | |
| 2. The child is seated on a sofa so he is unable to see behind him. As someone walks from left to right behind him, he turns his head toward the left and then the right to listen for the person walking behind him. | Place the child in a chair. Stand behind him and talk to him while walking left to right. Watch his head. | | | | | | |
| 53. The child will open and close his mouth when he sees someone open and close their mouth. | Sit facing the child and ask him to "do this", then you open and close your mouth. Wait 5 seconds and repeat. | | | | | | |
| 54. After the child has seen-heard someone cough, he will make a coughing sound, too; or he will imitate a kissing sound made with the lips after seeing someone do this. | Sit the child in front of you or on your lap and make the coughing sound or the kissing sound. Observe 3 seconds to see if the child will imitate you. | | | | | | |
| 55. The child while sitting in a baby swing, highchair or stroller, looks at his foot from different directions. He may look at his foot through the leg hole or he may look at it my leaning over the edge. | Place the child in a baby swing and say, "where is your foot?" Show it to him and say it again. See if he will look at it. Wait 10 seconds. | | | | | | |
| 56. While taking a bath, the child will let a bar of soap slip out of his hands again and again. | Fill a basin with warm water, a bar of soap and let the child play in it for 5 to 7 minutes. | | | | | | |

AREA: COGNITION

NAME

|  | BEHAVIOR | TEACHER INSTRUCTIONS | DATE | TRIAL 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|---|
| 37. | The child touches his head when he sees someone else touch their head. | Face the child and pat his head and say, "You touch your head." * |  |  |  |  |  |  |
| 38. | The child who is standing on a piece of material which he wants to pick up will move off the material so he can pick it up. | Place the child standing on a piece of material and ask him to give it to you. |  |  |  |  |  |  |
| 39. | The child puts a small can into a larger can. | Give the child 2 different size cans and ask him to put the smaller one into the big one. Give him 15 seconds, then repeat. * |  |  |  |  |  |  |
| 40 | The child will swing a toy on the end of a string by taking ahold of the string at its end if he sees someone else swing the toy. | Take a toy that is attached to a string and swing it around. Hand the toy to the child and say, "Let me see you do it." |  |  |  |  |  |  |
| 41. | The child slides toys up and down an incline. | Make a slide by leaning a board against a shelf so the child can reach it. Then ask him to push a car up the slide and down it. * |  |  |  |  |  |  |
| 42. | The child hits different objects with a stick to make different sounds. | Give the child a stick, a metal pot, xylophone, and a drum. Tell him to hit them. * |  |  |  |  |  |  |
| 43. | The child drops things held in his hand and watches them fall. | Give the child a 1" cube and then tell him to drop it. Watch him to see if his eyes will follow the cube. * |  |  |  |  |  |  |
| 44. | The child searches for an object at the place where it was last put. If a toy is hidden in a person's hand and then put under a box, the child will look under the box for the toy. | Use a 1" cube. Show it to the child, then hide it in your hand. Ask him to find it, then put it under a box and see where he will look for it. |  |  |  |  |  |  |

AREA: COGNITION

NAME ____________________

| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | TRIAL | | | | |
|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 | 5 |
| 45. The child scribbles with pencil or crayon on paper. | Give the child a pencil and paper. Ask him to write on the paper. Demonstrate if needed. | | | | | | |
| 46. The child removes and replaces two inch circles in a formboard. | Use a formboard puzzle and give the child a circle. Ask him to put the circle on the board.<br>* | | | | | | |
| 47. The child will use a stick to push a toy away, or he will use a stick to pull a toy toward him. | Use a toy broom or push toy with a stick on it and with the child sitting down ask him to pull it to him. Wait 10 seconds. Ask again.<br>* | | | | | | |
| 48. The child will put a bracelet on his arm if he has seen someone put a bracelet on their wrist. | Sit facing the child and put a bracelet on your wrist. Take it off and give it to the child. Let him look at it and see if he will put it on his wrist. Wait 15-20 seconds. | | | | | | |
| 49. The child begins to pretend. For example, the child, while playing, will pretend to go to sleep. He will lie down for less than thirty seconds. Then he will begin playing with his toys again. | Observe the child while playing to see if he pretends to go to sleep.<br>* | | | | | | |
| 50. The child pretends to drink from an empty glass making sipping sounds. | Take an empty glass and give it to the child. Ask "what do we do with a glass, show me." Observe for 10 seconds then demonstrate if nothing happens. | | | | | | |
| 51. While watching mother sweep the floor, the child will try to imitate the sweeping action with his broom. | Sweep the floor with a broom, then give the broom to the child and say, "let me see you do it." | | | | | | |
| 52. If a ball rolls under a sofa, which is in the middle of a room, the child will go behind the sofa to get the ball instead of reaching or looking under it where the ball entered. | Roll a ball under the far end of the sofa. Observe to see how the child will get it. | | | | | | |

AREA: COGNITION

NAME ____________________

| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | TRIAL | | | | |
|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 | 5 |
| 53. The child will find an object such as a marble which has been hidden under 3 covers. Put a pillow on top of a blanket, which is on top of a sheet. Put a marble in your hand & then put your fisted hand first under the pillow, then under the blanket, and finally under the sheet, each time bringing out your closed hand, then leaving the marble under the sheet and showing your open hand. The child will push aside the hand and look under the pillow, then the blanket, and then the sheet where he will find the marble. | Follow directions given under the behavior. | | | | | | |
| 54. The child correctly places all two-inch squares in a formboard. | Use a formboard with 2" squares and ask the child to put the squares in the right place. Wait 30 seconds per trial. | | | | | | |
| 55. When a person whispers in the child's ear, the child will continue the game by putting his ear against the person's mouth so they will continue whispering. | Go up to a child while he is sitting quietly and whisper in his ear. Wait 5 seconds to see if he will put his ear up to you mouth, then repeat. | | | | | | |
| 56. If a parent asks the child where family members are, the child will point to the place where he last saw them. e.g. "Where is Mother?" The child sitting in the yard points to the house. "Where is brother?" The child points to a neighbor's house where his brother went to play. | Have the child play with another child for awhile, then remove the playmate and ask, "Where is Susie?" Ask the child to point to where Susie is. | | | | | | |
| 57. The child tries to imitate sounds he hears such as a car honking or a bird chirpping. | Make different sounds such as a car honking, bird chirpping and ask the child if he can do that. Wait 15 seconds. | | | | | | |

AREA: COGNITION

NAME ____________

| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | TRIALS<br>1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 58. The child walks away from and out of sight of his house. When asked where his house is, he turns and points in the right direction. | Take the child out of the room and down a hallway. Ask him, "where's our classroom?" and ask him to point in that direction. Take him a little further and ask him again. | | | | | | |
| 59. The child removes his coat from a coat hook by first lifting it a little to unhook it instead of just pulling down on it to try to pull it off. | When the child is getting ready to leave, have him get his own coat from the rack. | | | | | | |
| 60. The child will imitate 2 actions, one immediately following the other. For example, tap his knee and hit his shoulders with his hands after seeing someone else do this. | Perform 2 actions and see if child will imitate you. For instance, tap your knee and hit your shoulder. Wait 15 seconds for responses. | | | | | | |
| 61. The child sees pictures of a person in a storybook. After the child has been told the person's name several times, he can point to the same person in a different picture when asked. | Take a picture book that has the same picture of a person on several pages. Show the child the first picture, tell him who it it. Then turn to another page and ask, "Where is the ____ ?" * | | | | | | |
| 62. The child will throw pebbles into a bucket or pool of water. | Use a bucket of water and some pebbles. Ask the child to throw the pebbles in the bucket of water. * | | | | | | |
| 63. The child, when shown how, can put all square blocks in one pile and all triangle blocks in another pile. | Give child a bunch of squares and triangles. Ask him to put squares in one pile and triangles in another after you have shown him how. | | | | | | |
| 64. After being shown how, the child can separate red marbles from black marbles. | Get a bunch of red and black marbles. Shwo the child you want red marbles in one pile and black in another. | | | | | | |
| | | | | | | | |

AREA: COGNITION NAME__________

| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | TRIAL 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|
| 55. Color discrimination: The child can pcik out the red truck when he sees a red and a blue truck which are identical and he is asked to get the red truck. | Place a red truck and an identical blue truck in front of the child. Ask him to get the red truck. | | | | | |
| 56. The child recognizes similar shapes. When shown a circle, he can point out all the other circles in a group of circles, triangles, and squares. | Cut out or take from formboard circles, squares, triangles. Lay them in front of the child and get him to point to the circle. | | | | | |

* Changes made after fieldtesting

37 T.I. Change "pat his head" to "pat your head" .

39. T.I. Eliminate "ask him to put .... big one." to "and watch what he does with them."

41 T.I. Eliminate "Then ask him ... down it." to "Give him a car to play with. Watch for 15 seconds."

42 T.I. Change "tell him to hit them." to "Watch for 30 seconds."

43 T.I. Add "Model dropping the block if necessary."

46 T.I. Change "ask him" to "tell him". Add "Demonstrate if necessary."

47 T.I. Change "Use a ... to him." to "Place a toy 3 to 4 feet from the child who's sitting. Give him a stick and tell him to get the toy."

49 T.I. Add "Supply props like pillow and blanket".

61 T.I. Change "Show the child the first pictures" to "Show the child several pictures and ". Eliminate "mommy and daddy" and put in _____.

62 T.I. Change "ask the child ... water" to "Wait 15 seconds. Demonstrate if necessary."

Note: In some of the teacher instructions the directions say "Ask the child to do something." This can lead to a child refusing to do the task and the examiner cannot force the issue since he gave the child a choice. If the examiner doesnot want to give the child such a choice, he should "tell the child to do the task."

AREA: RECEPTIVE LANGUAGE

| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | TRIAL 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|
| 1. The child stops crying when a familiar person speaks quietly to him. | When the child crys go over to him and just talk quietly to him for one minute. | | | | | |
| 2. The child blinks or stops moving when a rattle is shaken near him. | When the child is awake and lying down, shake a rattle a foot above him for 5 seconds. | | | | | |
| 3. The child smiles when he hears someone talking or singing quietly. | Talk quietly to the child for 2 minutes while he is calm and lying down. | | | | | |
| 4. The child turns his head toward the direction of a bell held about 10 inches from the child and gently rung. | Hold a bell to the far left or right of the child's head when the child is lying on his back. Gently ring it for 5 seconds. | | | | | |
| 5. The child turns his head and looks when he hears your voice. | When the child is calm and sitting in his infant seat or lying down, go near him and call his name once or twice. | | | | | |
| 6. The child reacts differently to angry voices & friendly voices. He becomes unhappy(may cry) when hearing angry voices. He becomes happy(smiles &/or babbles) when hearing friendly voices. | This behavior has to be observed - when the child hears angry voices, does he start to fuss? | | | | | |
| 7. The child looks in the direction of a sound (such as a bell ringing) which he cannot see. | Ring a bell or rattle out of sight of the child to see if he looks in the direction of the sound. | | | | | |
| 8. The child will listen quietly for 2 to 3 minutes while music is being played. | In an isolated area of the room, play soft recorded music for 3 minutes. Place the record player out of the child's reach. May use a radio playing softly. | | | | | |

Materials: rattle, bell, record of soft music, record player.

AREA: RECEPTIVE LANGUAGE

| | | | TRIAL | | | |
|---|---|---|---|---|---|---|
| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | 1 | 2 | 3 | 4 |
| 9. The child reaches his arms above his head when he hears "up". | Place the child lying on his back, stand directly in front of him and say, "Up." Repeat the word "up" six times. | | | | | |
| 10. The child turns to listen to sounds he hears and turns his head to watch different objects around him | Observe the child while he is sitting still or playing alone to see if he is alert to different sounds or objects around him. | | | | | |
| 11. The child moves toward or looks at a named family member or pet. For example, say, "Where's Daddy?" and the child will look toward his father. | Hold the child or place him in a sitting position or on his stomach on the floor. Ask the child to look at or go to some other familiar person in the room. Repeat 3 times. | | | | | |
| 12. The child sits with another person and looks at pictures for a full minute when the pictures are talked about by the other person. | Place directly in front of the child, 4 large colorful pictures one at a time and describe them. Continue until 1 minute has passed. | | | | | |
| 13. The child kisses when you say, "Give me a kiss." | After playing with the child or after saying goodnight, say, "Give me a kiss." Repeat 4 times. | | | | | |
| 14. The child stops what he is doing(more than half of the time) when he is told, "No, no.". | The behavior cannot be elicited, must be observed. | | | | | |
| 15. When someone says, "Bye-bye." to the child, he waves by himself. | Observe child when someone he knows leaves and waves and says good-bye to the child. | | | | | |
| 16. The child plays games like "patty-cake." | Place child in a sitting position. Sit in front of the child and play patty-cake, or some other simple hand game. | | | | | |

Materials: 4 large & colorful pictures of familiar animals or objects

AREA: RECEPTIVE LANGUAGE

| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | TRIAL 1 | 2 | 3 | |
|---|---|---|---|---|---|---|
| 17. The child looks at a favorite nearby toy when asked, "Where is the ______?" | Ask the child where a toy is that is near him. | | | | | |
| 18. The child rocks his body from side to side and claps his hands after seeing someone else do this to music. | This behavior must be observed. | | | | | |
| 19. The child smiles and goes to a member of the family who speaks to him nicely, but the child hesitates about going to a stranger who speaks to him. The child might stare, too. | This behavior must be observed. | | | | | |
| 20. The child turns to look at the person who just called his name. | This behavior must be observed. | | | | | |
| 21. The child gives a toy to you if you ask for it and hold out your hand. | While the child is playing with a toy, say, "Give me the _____" and hold out your hand. | | | | | |
| 22. The child smiles, or moves in rhythm, or claps for more when he hears a simple rhyme or simple song. | Sing a simple song such as Old MacDonald to the child and observe for 15 seconds. | | | | | |
| 23. Child selects a named item when given a choice of 2 known objects (such as a spoon & a ball). Say, "Give me the ___" or "Show me the ___". | Sit the child at a table. Put a spoon and a ball in front of him. Say, "Give me the ball" or "Show me the ball". | | | | | |
| 24. The child looks at pictures for 2 or more minutes when someone sitting with him talks about the pictures. | Place directly in front of the child one at a time, 10 large & colorful pictures naming each as it is presented. Repeat until 2 minutes have passed. Picture book may be used. | | | | | |

Materials: ball, car, doll, spoon, cup, record and record player, 10 large & colorful pictures

AREA: RECEPTIVE LANGUAGE

NAME

| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | TRIAL 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|
| 25. The child pats pictures in books when looking through a large picture book by himself. | Sit child down and give him a large picture book. Leave him by himself and observe for 1-2 minutes. | | | | | |
| 26. The child brings his doll (or anyone of his favorite toys) to you when he is asked to go get it from another room. | Ask the child to go to the ____ (the place where the toy is) and get the toy. | | | | | |
| 27. The child finds the baby in a picture when asked to do so. He is beginning to recognize pictures without also seeing the actual object. | Show the child a picture with a baby in it saying, "Find the baby." Repeat 3 times. | | | | | |
| 28. Ask the child to point to his hand, hair, mouth, nose, eye, ear and foot. He touches at least 3 correctly. | With the child sitting facing you or on your lap, ask the child to, "Touch your hand" (hair, mouth, ear, etc.) Child has to touch 3 for each trial. | | | | | |
| 29. The child gets his ball when asked if he wants to play ball. | With the ball at least 3 feet away from the child, ask the child if he wants to play ball. | | | | | |
| 30. The child responds to "Where is mother?" or "Where is the bathroom?" by pointing or motioning in correct direction. | Ask the child, "Where is mother?" when she's standing in the same room or ask "Where is the bathroom?" | | | | | |
| 31. The child follows two directions with a block or a ball, e.g. the direction might be, "Put the ball on the table". After the child does this ask him, "Give the ball to me." | After giving the child a ball, move 6 feet away and ask the child to bring the ball over to you, then ask the child to put it on the table. | | | | | |
| 32. The child shows you his spoon, plate and glass when asked. | Placing the articles in front of the child, ask him to show you the ____ (spoon, fork, plate, glass). | | | | | |

Materials: doll, books, ball, spoon, plate, glass, fork

NAME

AREA: RECEPTIVE LANGUAGE

| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | TRIAL | | | |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 33. The child touches one body part on a large picture (6x10") of a doll. Say, "Show me the doll's hair." Repeat for mouth, eyes, feet, nose, ear and hands. | Show the child a large picture (6x10") of a doll. Say to the child, "Show me the doll's hair." (Use mouth, eyes, feet, nose, ear and hands). Child has to touch 1 body part per trial. | | | | | |
| 34. The child will place an object "here" when told to and will do an action immediately when asked to do it "now". | Ask the child to put a toy "here" and see if he responds correctly. | | | | | |
| 35. The child comes when he is called. | Place the child on the floor, move at least 6 feet from the child and call the child by name. May be observed during the day. | | | | | |
| 36. The child touches 2 pictures of known objects that are name. Say, "Show me the cup" or "Put your finger on the cup". (Have pictures of cup, spoon, ball, shoe, car) Another object should be in the picture along with the object named - 2 objects per picture. | Show the child pictures of known objects. Say, "Show me the cup" or "Put your finger on the cup." Child has to touch 2 pictures per trial. | | | | | |
| 37. The child follows 4 directions with a block or ball one at a time such as "Put it on the chair." "Give it to me." "Put it on the table." "Give it to Daddy." | Give the child a ball, ask him to "Put it on the chair." "Give it to me." "Put it on the table." "Give it to Daddy." Child has to follow 4 directions per trial. | | | | | |
| 38. When there are 2 familiar pictured items on one page, the child touches the one that is named, i.e. there is a picture of a dog and a cat. Adult says, "Touch the dog" or "Show me the dog." The child touches only the dog. | Show the child a picture book with 2 familiar picture items on one page. Say to the child, "Touch the dog" or "Show me the dog." The child touches only the dog. | | | | | |
| 39. Ask the child to touch his hand, hair, mouth, nose, eye, ear or foot. He touches at least 5 correctly. | Place the child on your lap or directly in front of you. Ask the child to touch his hand, hair, mouth, nose, ear, foot and eye. Has to touch five to be counted as success. | | | | | |

Materials: books , picture of a dool, ball, block

**AREA:** RECEPTIVE LANGUAGE

| | | | TRIAL | | | |
|---|---|---|---|---|---|---|
| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | 1 | 2 | 3 | 4 |
| 40. Child touches 3 named body parts on a picture of a doll. Say, "Show me the doll's hair." Repeat for mouth, eyes, feet, nose, ear and hands. | Show the child a large picture of a doll. Say to the child, "Show me the doll's hair." Repeat for mouth, eyes, feet, nose, ear and hands. Child has to touch 3 to be counted as a success. | | | | | |
| 41. The child sits and listens happily, without fussing, to a short story told to him. He may sometimes bring a book to you to be read. | Sit the child down directly in front of you and read a short story to him. Observe child's behavior. | | | | | |
| 42. The child places an object "in" something and "under" something when given those directions, i.e. Ask child to put the block in the can. After he does this, then ask, "Put the can under the table." | Give the child a block. Ask him to put the block in a can. Then ask him to "Put the can under the table." | | | | | |
| 43. The child touches the little spoon when shown a picture of 2 spoons - a very large and a very small spoon. | Show the child a picture of a large spoon and a small spoon. Ask him to touch the little spoon. | | | | | |
| 44. The child follows a 2-step direction such as "Pick up the ball and give it to me." or "Throw your napkin away and bring me your plate." | Ask the child while he is playing ball to "Pick up the ball and give it to you" or after the child finishes eating, ask him to "Throw your napkin away and bring me your plate." | | | | | |
| 45. The child correctly responds to 2 of the following: (Have pictures of a comb, glass, shoes, tricycle, iron, scissors, broom - all thing the child should know) Ask, "Show me what ... we use to comb our hair; we use to drink our milk; goes on our feet; we ride on; we use to iron clothes; we can eat with; we use to sweep the floor. | Show child pictures of following objects: comb, glass, shoes, tricycle, iron, scissors. Say, "Show me what ... we use to comb our hair, or to drink our milk or to ride on, etc. Child has to answer 2 per trial. | | | | | |
| 46. The child gives you one and only one block when asked, "Give me just one block." | Sit the child at a table. Put 3 or 4 blocks in front of the child. Say, "Give me just one block." | | | | | |

Materials: ball, small blocks, can, pictures, short story book

AREA: RECEPTIVE LANGUAGE

NAME

| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | TRIAL 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 7. The child follows 2 directions given one at a time that use prepositions, i.e. "Put the ball on the chair." "Put the ball in back of the chair." The child should know 2 of the following: in front of, beside, in back of, behind, inside | Give the child a ball. Say to him, "Put the ball on the chair." Use also: in front of, beside, in back of, behind, and inside. | | | | | | |
| 48. The child touches the big object when asked to "Touch the big one". And he touches the small object when asked to "touch the small one". (If the child doesnot understand "touch" you may ask him to "give" you the big one or small one.) | Give the child a big ball and a small ball. Say, "Touch the big ball", then "Touch the small ball." Wait 30 seconds between responses. | | | | | | |
| | | | | | | | |
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| | | | | | | | |
| | | | | | | | |

Materials: big and little balls

AREA: Expressive Language NAME ____________

| | | | TRIAL | | | |
|---|---|---|---|---|---|---|
| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | 1 | 2 | 3 | 4 |
| 1. The child cries when hungry, wet, or tired. | This behavior can not be elicited, it must be observed. When the child cries, check to see if he is wet or note if it is feeding or bed time. (If any of the above, count as a trial.) | | | | | |
| 2. The child makes noises in his throat, gurgles, coos, sighs, grunts, squeals, and blows bubbles. | This behavior must be observed. | | | | | |
| 3. The child makes sounds or coos when played with. | Gently play with the child, tickling him on his sides, stomach or grabbing his nose. Determine if he makes sounds or coos. | | | | | |
| 4. The child has a different sound for each of the following: hunger, happiness, and pain. | This behavior can not be elicited, it must be observed. When the child cries, determine if he expresses each of these differently. | | | | | |
| 5. The child babbles making vowel and consonant sounds such as "ē" and "kuh". | This behavior has to be observed. | | | | | |
| 6. The child laughs out loud when tickles or played with rather than just smiling and cooing. | Tickle the child under his arms, on his stomach or underneath his feet. Wait 7 seconds for response for each trial. | | | | | |
| 7. The child vocalizes displeasure (he cries or fusses) when a toy he wants is taken from him. | Give the child a toy he likes to play with. After 2-3 minutes take the toy away from him. | | | | | |
| 8. The child makes sounds using his tongue tip such as "tuh" and "duh". | This behavior cannot be elicited, it must be observed. Watch when the child's playing alone or when an adult is talking to him. | | | | | |

AREA: EXPRESSIVE LANGUAGE

NAME:

| | | | TRIAL | | | |
|---|---|---|---|---|---|---|
| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | 1 | 2 | 3 | 4 |
| 9. The child babbles to his toys or to a person he knows. | This behavior has to be observed. | | | | | |
| 10. The child lalls, repeats the same sounds over and over, such as "na, na, na" or "ma, ma, ma" (without meaning). | This behavior should be observed. Watch child to see if he repeats the same sounds over and over again. | | | | | |
| 11. The child babbles combining two or more different sounds, such as "pa ka". | This behavior has to be observed. | | | | | |
| 12. The child's babbling changes in pitch (high sounds and low sounds) and inflection(different tones of voice) like the speech of the adults he hears speaking daily. | Observe the child babbling and determine if changes in pitch occur. | | | | | |
| 13. The child imitates sounds like a tongue click or cough immediately after he has heard it. | Sit the child down in front of you. Make a clicking or coughing sound. | | | | | |
| 14. After an adult says a sound to the child that the adult knows he has made before, the child will imitate that sound. (He may now be able to make the consonant sound of "k" "g" "m" "n" "d" "t" "p" "b" in combination with several vowels: "e" "a" "u" "o"). | Say a sound you know the child has said before. Wait 15 seconds to see if the child will imitate your sound. | | | | | |
| 15. The child says "mama" and "dada" to name the person and says one other word. (may be name of an object, food, another close person) | This behavior has to be observed. | | | | | |

AREA: EXPRESSIVE LANGUAGE

NAME:

| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | TRIAL 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|
| 16. The child imitates the same number of syllables and sounds he has just heard a familiar person say to him. i.e. adult says "a-ba-ba"; child responds "a-ba-ba". | Sit the child down in front of you. Say "a-ba-ba" several times, or any other sound with no more than 3 simple syllables and wait 5 seconds for child to imitate your sound. | | | | | |
| 17. The child babbles while playing alone. | This behavior must be observed while the child is playing alone. | | | | | |
| 18. The child imitates new sounds or simple words he has not said before. | Sit the child down in front of you. Say sounds or words that are new to him and wait 15 seconds for him to imitate you. | | | | | |
| 19. The child uses a gesture with sounds(babbles while pointing). i.e. When the child wants water he points to the faucet & says "wawa, wawa" | This behavior cannot be elicited, it must be observed. Observe how the child asks for water. | | | | | |
| 20. The child says two words besides "mama" and "dada". | This behavior must be observed. | | | | | |
| 21. The child immediately tries to imitate sounds such as adult exclamations ("uh oh!" "Whee!" "Oops!") | Sit the child down in front of you. Drop something and exclaim "oops" or "uh oh" and wait 5 seconds for child to imitate sound. | | | | | |
| 22. The child says combinations of sounds which are similar to words he hears: "wa-wa" for "water", "ba-ba" for "bye-bye". | This behavior must be observed. | | | | | |
| 23. The child asks for what he wants by naming objects such as "cookie" or "milk"(words may not be perfectly said). | This behavior should be observed, especially during meals. | | | | | |

AREA: EXPRESSIVE LANGUAGE

NAME:

| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | TRIAL | | | |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 24. The child has a 10 word vocabulary(such as "hi", "car", "go", "bye-bye", "no", etc.) | This behavior must be observed. Keep record of words you hear child use. | | | | | |
| 25. The child names one real object like a ball, car, shoe, dog, doll, cookie, or cup when shown these things and asked, "What is this?" | Assemble all these things together, then point to each one and ask, "What's this?" Wait 3 seconds for response. | | | | | |
| 26. The child names one of a large doll's body parts like eyes, hair, mouth, ears, nose, feet, or hands after the adult points to it and asks, "What is this?" | Hold a doll in front of the child. Point to one of the doll's body parts (arm, mouth, eyes, etc) and ask, "What is this?" Wait 15 seconds for response. | | | | | |
| 27. The child names one of these things: cup, ball, dog, cat, house, doll, spoon, shoe, car, table, or book when shown picture of them and asked, "What is this?" | Assemble all of these things together, then point to each one and ask, "What is this?". Wait 5 seconds for response. | | | | | |
| 28. The child "talks" to a real toy animal ( this conversation may not be understandable). | This behavior must be observed while the child is playing. | | | | | |
| 29. The child repeats the sound of a car, train or animal after someone makes the sound. | Ask the child how a car, train or a particular animal sounds, then make the sound for the child. Wait 15 seconds for child to imitate the sound. | | | | | |
| 30. The child combines two different words such as "daddy go", "see car", or "more milk". | This behavior must be observed. Listen to child's speech throughout the day. | | | | | |
| 31. The child has a twenty word vocabulary. | This behavior must be observed. Keep record of words you hear child use. | | | | | |

AREA: EXPRESSIVE LANGUAGE

NAME:

| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | TRIAL | | | |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 32. The child says "mine" indicating something that belongs to him or something that he wants. | This behavior must be observed. | | | | | |
| 33. The child says "hi" to people he knows. | When the child walks into the room or you walk into the room, say "Hi". Wait 5 seconds for child to respond. | | | | | |
| 34. The child names two or three parts of a dool like its arms, legs, eyes, nose or mouth, hair, ear or hand or foot when a person points to a part and asks, "What is this?" | Point to each of the following parts of a dool: arm, leg, eyes, nose, and mouth. Say, "What is this?" Wait 3 seconds each. | | | | | |
| 35. The child names at least three of the following nearby objects when you point and ask, "What is that?". Use objects such as a shoe, chair, pencil, glasses, knife, clock, bed, stool, table, basket, cup, spoon or watch. | Look at nearby objects: cup, ball, dog, cat, doll house, spoon, shoe, chair, table and book. Point to each and say, "What's this?". Wait 5 seconds for each response. | | | | | |
| 36. The child uses the pronouns I, me, and you, but not always correctly. | During snack time say, "Who wants a cookie?" "Who has the cookies?" Wait 5 seconds for response. Or observe behavior throughout the day. | | | | | |
| 37. The child uses 3 word sentences like "I go sleep" or "Me want milk". | While the child is playing say, "What are you doing?" Or say something that will elicit 3 word sentence responses (Wait 10 seconds) Or observe behavior throughout the day. | | | | | |
| 38. The child asks simple questions such as "Where ball?" "Me go bye-bye?" | Observe the child to see if he asks simple questions throughout the day. Play ball with the child then hide the ball and see if he will ask for it. Wait 15 seconds for response. | | | | | |
| 39. The child can repeat the numbers one to ten one at a time after another person says each one. | Count to 10 - one number at a time and wait for child to repeat each number after you. Wait only 3 seconds for a response. | | | | | |

AREA: EXPRESSIVE LANGUAGE

NAME:

| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | TRIAL 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|
| 40. The child expresses his feeling with great excitement such as yelling and clapping and jumping up and down after receiving a surprise. | Give the child something that he would consider to be a surprise such as a chocolate milkshake for lunch and observe the child for 10 seconds for his response. | | | | | |
| 41. The child talks while he is playing and pretending such as when putting the doll to bed he says, "Go to sleep, baby." | Have the child play with a doll. Say, "Do you think the doll is tired? Maybe you should have her go to bed." Wait 1 minute. Observe child during play. | | | | | |
| 42. The child usually tries using words for what he wants. | This behavior should be observed. A good time is during lunch to see if the child asks for "more milk" or "cake". | | | | | |
| 43. The child says his first name when asked, "What is your name?" | Ask the child, "What is your name?" Wait 5 seconds. | | | | | |
| 44. The child repeats 2 numbers in the same order the adult just said them, i.e. adult says, "Listen. Say 4-7."; the child repeats "4-7". | Say 2 numbers clearly. Wait 5 seconds for child to repeat them. | | | | | |
| 45. The child can change the volume of his voice. He can whisper and yell. | Put your mouth next to the child's ear & whisper to him. Then say, "Now you whisper to me." Stand 30 feet away from the child & speak loudly. Then have him speak loudly to you (If he doesn't speak loud enough, then say, "Speak loudly, I can't hear your."Wait 5 seconds for each response or observe the child throughout the day. | | | | | |
| 46. The child repeats parts of simple nursery rhymes or songs like "Hi Diddle Diddle". | This behavior must be observed. | | | | | |
| 47. The child can name at least 2 things based on its use. For example, say, "What do we drink out of?" The child will answer "cup" or "glass". | Ask the child, "What do we drink out of?" Give him 5 seconds to answer cup or glass. Ask him, "What do we ride in?" | | | | | |

AREA: EXPRESSIVE LANGUAGE

NAME:

| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | TRIAL | | | |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 48. The child tells what is happening in pictures when he is asked. i.e., he will say, "Baby (is) sleeping" when he sees a picture of a baby in bed with its eyes closed. | Show the child a picture of a baby with its eyes closed. Ask the child "What is happening in the picture?" He should say something like "Baby is sleeping". | | | | | |
| 49. The child uses plurals of words. | Show the child several balls grouped together. Ask him, "What are these?" Wait 5 seconds for response. Any group of objects will do. Or observe the behavior. | | | | | |
| 50. The child gives his first and last name when asked. | Ask the child, "What's your name?" If he just gives his first name, then ask him for his last name too. Wait 5 seconds for responses. | | | | | |
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AREA: Socialization

NAME ____________

| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | TRIAL 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 1. The child stops crying when he is picked up. | When the child cries, hold him for one minute. | | | | | | |
| 2. The child looks at the face of the person holding him. He looks at the person's eyes, mouth, and hair. | Pick the child up and hold him for one minute facing you. | | | | | | |
| 3. The child looks at an unfamiliar feature about a person. He looks at a mother's necklace of father's hat. | Put on a hat and hold the child facing you. Wait 10 seconds for response. | | | | | | |
| 4. The child looks around wide-eyed when he is in a strange place. He is interested in looking at the different objects around him. | Take child into an unfamiliar room. Wait one minute for a response. Do not do trials consecutively. | | | | | | |
| 5. The child watches his hands as he moves them. | While the child is awake and happy, lay him on his back and watch him for 1 minute. | | | | | | |
| 6. The child sees himself in a mirror. He moves his head, body, arms or touches the mirror. | Hold the child in front of a large mirror. Tap on the mirror to get his attention. Wait 30 seconds for response. | | | | | | |
| 7. The child allows strangers to hold him without getting upset. | Have a stranger enter the room and offer to hold the child by holding out his hands, smiling and saying, "Can I hold you?" Let him hold the child for 30 seconds and watch the response. | | | | | | |
| 8. The child laughs when a washcloth is thrown on his head and hangs over his eyes. | While washing the child's face or bathing him, throw the washcloth over his face. Wait 5 seconds for response. | | | | | | |

AREA: SOCIALIZATION

NAME:

| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | TRIAL | | | |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 9. The child cries, fusses, moves about or reaches out in order to get someone's attention. | Place the child a small distance away from you in the kitchen while you busy yourself at the sink. Wait 30 seconds for a response. | | | | | |
| 10. The child smiles or babbles at himself in a mirror. | Hold the child in front of a large mirror. Wait 30 seconds for response. | | | | | |
| 11. The child puts his hand, thumb or toe in his mouth. | While the child is lying on his back, watch him for 1 minute. | | | | | |
| 12. The child stretches his arms up toward a person who says and shows he is going to pick the child up. | With the child lying on his back, put your arms out as if to pick him up. Wait 5 seconds for response. | | | | | |
| 13. The child plays with his hands or feet. | Lay the child on his back, without giving him any toys or distracting him. Wait 1 minute for response. | | | | | |
| 14. The child feeds himself a cracker. | Place a cracker on the table in front of the child. If he does not notice it, hold it up to his mouth and let him take a bit of it. Then place it on the table. Wait 10 seconds for response. | | | | | |
| 15. The child plays by himself for five minutes without fussing to get your attention. | Give the child a favorite toy to play with and then walk away from the child for 5 minutes (if the child fusses before 5 minutes is up then do not count as a success.) | | | | | |
| 16. The child makes sounds like "ba", "da", "ga", "eee" to gain someone's attention. | While the child is alone (like in a far corner of the room) listen closely for a minute for sounds. Be sure the child is not asleep when you listen. | | | | | |

AREA: SOCIALIZATION

NAME:

| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | TRIAL | | | |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 25. The child uses a spoon to feed himself, spilling a little | While the child is eating pudding, jello or begetables, give him a child-sized spoon and let him eat by himself. | | | | | |
| 26. The child does simple errands. For example, he will get a pair of shoes or a ball that is in the room near him when asked to do so. | Ask the child to get either your shoes, his shoes, or a ball that is near him. Wait 15 seconds for a response. | | | | | |
| 27. The child makes faces in front of a mirror. | Stand the child in front of a mirror amd have him look at himself. Wait 30 seconds for him to respond. | | | | | |
| 28. The child uses a spoon to eat from a bowl, cup, or a plate. He does so without spilling food. | While the child is eating pudding, jello, or vegetables, give him a child-size spoon and let him eat by himself. | | | | | |
| 29. The child eats food from the table, kitchen counter, etc., but does not eat trash. | Put some food on a table in front of the child and some garbage or trash (non-harmful) on the floor near him. Observe his reaction. | | | | | |
| 30. The child asks for something he wants by pointing to it, touching it, or naming it (rather than just taking or grabbing it.) | While the child is eating, don't offer him more until he asks for it by pointing, touching it or naming it. | | | | | |
| 31. The child can take off his own shoes and socks. His shoes are already untied and loosened. | Ask the child to take off his shoes and socks. If he does not respond then you take them off one foot and say, "Now you take it off the other." | | | | | |
| 32. The child rubs his hands together pretending he is washing his hands. | Pretend with the child that you are washing your hands. Rub your hands together. Then have the child do it. | | | | | |

AREA: SOCIALIZATION

NAME:

| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | TRIAL | | | |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 33. The child puts toys away when asked. | After playing with a toy, say to the child. "Now help put the toy away." Have him take it in his hand and walk with him | | | | | |
| 34. The child crawls on the floor pretending he is an animal like a cat or a dog. | Ask the child to pretend like he is a cat, dog or other familiar animal. Show him what you mean. | | | | | |
| 35. The child is helpful dressing or undressing himself such as pulling off his jacket if it is unfastened for him. | When the child comes inside from outdoors, unzip or unbutton his jacket and ask him to take it off. | | | | | |
| 36. The child acts as though he is reading a newspaper, magazine, or book. | While the child is sitting up to a table, put a newspaper on the table and say, "I'm going to read the paper. Are you?" | | | | | |
| 37. If the child knows his way around his home or classroom, he can get something he wants out of the refrigerator if it is within his reach, or he can get toys that he wants to play with, or he can get a drink of water by himself. | Ask the child to get you a cup of water. Make sure he can reach the sink - place a stool in front of the sink. | | | | | |
| 38. The child pretends he is making a telephone call. | Give the child a toy phone. Say, "Can you make a phone call?" Show the child what you mean. Wait 5 seconds for a response. | | | | | |
| 39. The child asks (he may gesture) to go to the toilet where he is helped. He has daytime toilet accidents no more than once a week. | Observe how frequently the child has "accidents" each week and how he indicates his needs. | | | | | |
| 40. The child uses a fork for eating solid food without the food falling off the fork. | Cut meat into small bites and give the child a fork to eat with. First show him how to stick the meat with the fork. Then observe. | | | | | |

AREA: SOCIALIZATION

NAME:

| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | TRIAL 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|
| 17. The child smiles and reaches for daddy and mommy. | Have the child's mother and/or father enter the room and go to the child and say his name. Wait 10 seconds for response. | | | | | |
| 18. The child will repeat something which he did before and others laughed at. | When the child does something like clap his hands or smack them on the floor, laugh at it. Wait 5 seconds for him to respond. | | | | | |
| 19. The child can drink from a cup (2-2½ inch wide plastic cup) that is being held by an adult. | During lunch fill a cup ½ full and hold it up to the child's mouth for him while he drinks. | | | | | |
| 20. The child kisses or hugs his mother after she has kissed and hugged him. | Have the child's mother kiss and hug the child. Then have he say, "now kiss me." Wait 5 seconds for response. | | | | | |
| 21. The child tries to help while being dressed. He puts his arm out ready for his coat, or lifts his arm for his T-shirt to be pulled off, or holds his foot up to have his shoe or sock put on. | Hold child's coat in back of him to see if he tries to put his arms in or see if he'll hold his arms up to help put on a T-shirt or if he hold his foot up to help put on a shoe. Wait 5 seconds for response. | | | | | |
| 22. The child waves at himself eagerly when he sees himself waving in a mirror. | Place the child in front of a large mirror and have him wave to himself for 3 seconds. Then stop encouraging. him. Trial time - 5 seconds. | | | | | |
| 23. The child can drink from a light plastic cup (2-2½" wide) without spilling when it is half full. | Fill the child's cup half full and encourage him to drink from it by holding his own cup. | | | | | |
| 24. The child will play next to, but not actually with other children his age that are in the same room as he is in. | Have the child play within 2 or 3 feet of other children. Give him a toy to play with then leave him alone for 5 minutes. | | | | | |

AREA: SOCIALIZATION NAME:

| BEHAVIOR | TEACHER INSTRUCTIONS | DATE | TRIAL 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|
| 41. The child gets your attention in order to show you or tell you about something he can do, has done, or has found. | After the child has done something ask him what he saw or did. i.e., child is looking though picture book - ask child to tell you what he saw. | | | | | |
| 42. The child dries hiw own hands after they are washed. | After washing the child's hands, give him a towel and say, "Dry your hands." | | | | | |
| 43. The child keeps out of the street. | Observe whether the child stays out of the street while playing. | | | | | |
| 44. The child plays with the same toy as another child sitting beside him like blocks, cars, dolls, but does not play with that child. | Place the child in front of another child who is playing with a toy. Point the toy out to him. Observe for 30 seconds. | | | | | |
| 45. The child will take turns when playing with a toy with another child, although he may not play directly with the other child. | Place the child in front of another child who is playing with a toy. Point the toy out to him. Observe for 30 seconds. | | | | | |
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| | | | | | | |

# APPENDIX G

# RESULTS OF FOLLOW-UP FIELD TESTING

RR-revised for readabili
O-omitted
RS-re-sequenced

## FOLLOW-UP FIELD TESTING: SEQUENCING DATA

| Card No. | % of X | Coordination Frequency | Critique | % of X | Locomotion Frequency | Critique | % of X | Cognition Frequency | Crit |
|---|---|---|---|---|---|---|---|---|---|
| 14 | | | | | | | 100 | 1/1 | |
| 15 | | | | | | | 0 | 0/1 | |
| 16 | | | | | | | 0 | 0/1 | |
| 17 | | | | | | | 100 | 1/1 | |
| 18 | | | | | | | 0 | 0/1 | |
| 19 | | | | | | | 0 | 0/1 | |
| 20 | | | | | | | 100 | 1/1 | |
| 21 | | | | | | | | | |
| 22 | | | | 100 | 1/1 | | | | |
| 23 | | | RR | 0 | 0/1 | | | | |
| 24 | | | | 100 | 1/1 | | | | |
| 25 | | | | 100 | 1/1 | | | | |
| 26 | 100 | 1/1 | | 100 | 1/1 | | | | |
| 27 | 100 | 1/1 | | 100 | 1/1 | | | | |
| 28 | 100 | 1/1 | | 100 | 1/1 | | | | |
| 29 | 100 | 1/1 | | 100 | 1/1 | | | | |
| 30 | 100 | 1/1 | | 0 | 0/1 | | | | |
| 31 | 100 | 1/1 | | 100 | 1/1 | | | | |
| 32 | 100 | 1/1 | | 100 | 1/1 | | | | |
| 33 | 100 | 1/1 | | 100 | 1/1 | | 100 | 1/1 | |
| 34 | 100 | 1/1 | | 100 | 1/1 | | 100 | 1/1 | |
| 35 | 100 | 1/1 | | 0 | 0/1 | | 100 | 2/2 | |
| 36 | 100 | 1/1 | | 0 | 0/1 | | 66 | 2/3 | |
| 37 | 0 | 0/1 | | 50 | 1/2 | | 25 | 1/4 | RS(44 |
| 38 | 100 | 2/2 | | 100 | 2/2 | | 0 | 0/4 | RS(45 |
| 39 | 50 | 1/2 | | 50 | 1/2 | | 100 | 4/4 | |
| 40 | 50 | 1/2 | | 100 | 2/2 | | 25 | 1/4 | RS(43 |
| 41 | 100 | 3/3 | | 100 | 1/1 | | 50 | 2/4 | |
| 42 | 66 | 2/3 | | | | | 100 | 4/4 | |
| 43 | 0 | 0/3 | RS(47) | 100 | 1/1 | | 100 | 6/6 | |
| 44 | 100 | 3/3 | | 100 | 1/1 | | 100 | 4/4 | |
| 45 | 100 | 5/5 | | 100 | 4/4 | | 83 | 5/6 | |
| 46 | 100 | 5/5 | | 90 | 4/5 | | 40 | 2/5 | |
| 47 | 75 | 3/4 | | 90 | 4/5 | | 80 | 4/5 | |
| 48 | 83 | 5/6 | | 100 | 7/7 | | 75 | 3/4 | |
| 49 | 100 | 5/5 | | 57 | 4/7 | | 40 | 2/5 | |
| 50 | 75 | 3/4 | | 87.5 | 7/8 | | 80 | 4/5 | |
| 51 | 100 | 2/2 | | 55 | 5/9 | | 83 | 5/6 | |
| 52 | 75 | 3/4 | | 81 | 9/11 | | 100 | 5/5 | |
| 53 | 50 | 4/8 | | 43 | 3/7 | | 100 | 4/4 | |

RR-revised for readabili
O-omitted
RS-re-sequenced

## FOLLOW-UP FIELD TESTING: SEQUENCING DATA

| Card No. | % of X | Coordination Frequency | Critique | % of X | Locomotion Frequency | Critique | % of X | Cognition Frequency | Crit |
|---|---|---|---|---|---|---|---|---|---|
| 54 | 100 | 10/10 | | 71 | 5/7 | | 100 | 3/3 | |
| 55 | 40 | 2/5 | RS(59) | 100 | 7/7 | | 50 | 3/6 | RS(64 |
| 56 | 66 | 4/6 | | 57 | 8/14 | | 90 | 9/10 | |
| 57 | 57 | 4/7 | | 100 | 17/17 | | 100 | 11/11 | |
| 58 | 90 | 10/11 | | 79 | 15/19 | | 88 | 16/18 | |
| 59 | 50 | 5/10 | | 96 | 23/24 | | 88 | 22/25 | |
| 60 | 27 | 3/11 | | 92 | 24/26 | | 76 | 19/25 | |
| 61 | 96 | 24/25 | | 38 | 10/26 | RS(63) | 88 | 22/25 | |
| 62 | 92 | 24/26 | | 96 | 24/25 | | 100 | 25/25 | |
| 63 | 83 | 20/24 | | 100 | 23/23 | | 74 | 14/19 | |
| 64 | 87.5 | 21/24 | | 17 | 3/17 | O | 83 | 15/18 | |
| 65 | 81 | 18/22 | | 88 | 15/17 | | 83 | 15/18 | |
| 66 | 68 | 15/22 | | 70 | 12/17 | | 61 | 11/18 | |
| 67 | 77 | 17/22 | | | | | | | |
| 68 | 100 | 22/22 | | | | | | | |
| 69 | 25 | 5/20 | RS(73) | | | | | | |
| 70 | 70 | 14/20 | | | | | | | |
| 71 | 79 | 15/19 | | | | | | | |
| 72 | 100 | 18/18 | | | | | | | |
| 73 | 38 | 7/18 | | | | | | | |

RR-revised for readabilit
O-omitted
RS-re-sequenced

# FOLLOW-UP FIELD TESTING: SEQUENCING DATA

| Card No. | Receptive Language | | | Expressive Language | | | Socialization | | |
|---|---|---|---|---|---|---|---|---|---|
| | % of X | Frequency | Critique | % of X | Frequency | Critique | % of X | Frequency | Criti |
| 1 | | | | 100 | 1/1 | | | | |
| 2 | | | | 100 | 1/1 | | | | |
| 3 | | | | 100 | 1/1 | | | | |
| 4 | | | | 100 | 1/1 | | | | |
| 5 | | | | 100 | 1/1 | | | | |
| 6 | 100 | 1/1 | | 100 | 1/1 | | | | |
| 7 | 100 | 1/1 | | 100 | 2/2 | | | | |
| 8 | 100 | 1/1 | | 100 | 2/2 | | | | |
| 9 | 100 | 1/1 | | 100 | 2/2 | | | | |
| 10 | 100 | 1/1 | | 100 | 3/3 | | | | |
| 11 | 0 | 0/1 | | 100 | 3/3 | | | | |
| 12 | 100 | 1/1 | | 100 | 2/2 | | | | |
| 13 | 100 | 1/1 | | 100 | 4/4 | | | | |
| 14 | 100 | 2/2 | | 100 | 4/4 | | | | |
| 15 | 66 | 2/3 | | 100 | 3/3 | | | | |
| 16 | 75 | 3/4 | | 100 | 4/4 | | | | |
| 17 | 75 | 3/4 | | 50 | 2/4 | | 100 | 1/1 | |
| 18 | 75 | 3/4 | | 80 | 4/5 | | 0 | 0/1 | |
| 19 | 50 | 2/4 | | 60 | 3/5 | | 100 | 1/1 | |
| 20 | 100 | 5/5 | | 60 | 3/5 | | 100 | 1/1 | |
| 21 | 85 | 6/7 | | 100 | 6/6 | | 0 | 0/1 | |
| 22 | 100 | 9/9 | | 100 | 8/8 | | 50 | 1/2 | |
| 23 | 66 | 6/9 | | 100 | 5/5 | | 66 | 2/3 | |
| 24 | 80 | 8/10 | | 100 | 4/4 | | 100 | 3/3 | |
| 25 | 90 | 9/10 | | 80 | 4/5 | O | 50 | 1/2 | |
| 26 | 62 | 5/8 | | 83 | 5/6 | | 80 | 4/5 | |
| 27 | 71 | 5/7 | | 66 | 4/6 | | 60 | 3/5 | |
| 28 | 57 | 4/7 | | 50 | 3/6 | | 25 | 2/8 | RS(34) |
| 29 | 100 | 10/10 | | 100 | 5/5 | | 70 | 7/10 | |
| 30 | 100 | 9/9 | | 20 | 1/5 | | 80 | 8/10 | |
| 31 | 77 | 4/9 | | 50 | 3/6 | | 77 | 7/9 | |
| 32 | 66 | 6/9 | | 83 | 5/6 | | 75 | 6/8 | |
| 33 | 84 | 11/13 | | 100 | 5/5 | | 86 | 6/17 | |
| 34 | 53 | 8/15 | | 50 | 1/2 | | 60 | 3/5 | |
| 35 | 100 | 17/17 | | 100 | 5/5 | | 90 | 4/5 | |
| 36 | 93 | 14/15 | | 100 | 8/8 | | 66 | 4/6 | |
| 37 | 86 | 13/15 | | 88 | 8/9 | | 66 | 4/6 | |
| 38 | 93 | 14/15 | | 88 | 8/9 | | 100 | 5/5 | |
| 39 | 89 | 16/18 | | 100 | 11/11 | | 33 | 1/3 | R |
| 40 | 91 | 19/21 | | 81 | 9/11 | | 80 | 20/25 | |

RR-revised for readabili
O-omitted
RS-re-sequenced

# FOLLOW-UP FIELD TESTING: SEQUENCING DATA

| Card No. | Receptive Language |  |  | Expressive Language |  |  | Socialization |  |  |
|---|---|---|---|---|---|---|---|---|---|
|  | % of X | Frequency | Critique | % of X | Frequency | Critique | % of X | Frequency | Crit |
| 41 | 100 | 20/20 |  | 61 | 11/18 |  | 92 | 23/25 |  |
| 42 | 78 | 18/23 |  | 100 | 21/22 |  | 100 | 24/24 |  |
| 43 | 87 | 20/23 |  | 81 | 17/21 |  | 12.5 | 3/24 | 0 |
| 44 | 91 | 21/23 |  | 81 | 17/21 |  | 100 | 24/24 |  |
| 45 | 95 | 20/21 |  | 81 | 17/19 |  | 100 | 23/23 |  |
| 46 | 90 | 18/20 |  | 84 | 16/19 |  |  |  |  |
| 47 | 68 | 13/19 |  | 66 | 12/18 |  |  |  |  |
| 48 | 100 | 19/19 |  | 100 | 18/18 |  |  |  |  |
| 49 |  |  |  | 100 | 16/16 |  |  |  |  |
| 50 |  |  |  | 92 | 11/12 |  |  |  |  |